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ABSTRACT

Florida's 1983 Legislature directed the Postsecondary Education Planning Commission to conduct a study of colleges of education in Florida. The Commission examined principally those areas relatively untouched by recent or impending changes. Legislation, board of education rules, department of education initiatives and independent actions by various colleges of education have recently resulted in significant changes in Florida's teacher education programs. Many decisions have not yet been fully implemented and few changes have been operational long enough to permit evaluation of the effectiveness of program modifications, new directions, and revised standards. The Commission's recommendations, therefore, are intended to be complementary to actions of the past few years. This document discusses teacher education in Florida; research activities of colleges of education study committee; and seven issues and committee recommendations involving: (1) alternate route for certification in secondary education; (2) preparation programs for elementary school teachers; (3) addition of subject matter experts to state advisory board; (4) other improvements in teacher certification; (5) strengthening Florida's teacher certification examination; (6) service and outreach in public schools; (7) teacher education within universities; and (8) research activities of college of education faculty. Also included is an 86-item bibliography and eight appendices which include survey instruments, tables, interview forms, and a report on colleges of education research activity (JMK)

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A STUDY OF COLLEGES OF EDUCATION IN FLORIDA

Report and Recommendations of the POSTSECONDARY EDUCATION PLANNING COMMISSION

PREPARED IN RESPONSE TO APPROPRIATION ITEM 461 OF THE 1983 GENERAL APPROPRIATIONS ACT (CHAPTER 83-308, LAWS OF FLORIDA)

1984 - REPORT I

FEBRUARY 15, 1984

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NOTE: This is the first in a series of 1984 special reports and studies relating to postsecondary education to be released by the Commission.

POSTSECONDARY EDUCATION PLANNING COMMISSION

A Study of Colleges of Education in Florida

A Study Prepared in Response to
Appropriations Item 451
of the
1983 General Appropriations Act
(Chapter 83-300, Laws of Florida)

1984 - Report 1

February 16, 1984

EXECUTIVE SUMMARY

The 1983 Legislature directed the Postsecondary Education Planning Commission to conduct a study of Colleges of Education. The Commission assumed that it should fulfill the general legislative charges by examining principally those areas relatively untouched by recent or impending changes. Legislation, Board of Education Rules, Department of Education initiatives and independent actions by various Colleges of Education have recently resulted in significant changes in the State's teacher education programs. Many decisions have not yet been fully implemented and few changes have been operational long enough to permit evaluation of the effectiveness of program modifications, new directions and revised standards. The Commission's recommendations, therefore, are intended to be complementary to actions of the past few years and hence to become part of a logical and cohesive whole - a parade towards quality.

The Commission believes that the supply of secondary school teachers, particularly in science and mathematics, urgently needs to be increased. For this and other reasons, the Commission's first recommendation calls for the use of an additional source of supply, namely, arts and sciences graduates or graduates of other colleges, on an experimental or trial basis. Two recent state initiatives render such a recommendation feasible. The first is the existence of a teacher certification examination, the passing of which is an official declaration of the possession of those minimum competencies essential for teaching, including that of professional competence. The second is the beginning teacher program which assures supervision of classroom performance by all beginning teachers. Performance evaluation standards exist to assure that only competent performers will be certified as teachers after completion of this program. The idea of an alternate certification program is not new; it currently is being implemented or considered in several states and has been endorsed by the Council of Chief State School Officers. Also, the hiring of arts and science graduates as teachers is a concept which has been practiced successfully for many years by private schools. The success or failure of the experimental program should help determine requirements in college teacher training programs and certification.

Action of the Legislature during the last session to assure a broad base of learning and subject matter competence for graduates of Colleges of Education was limited to secondary teachers. The Commission's second recommendation broadens the learning base for elementary teachers. In shaping this recommendation, the Commission recognized that early childhood and elementary education requires not only a grounding in fundamental disciplines but instruction in the specialized area of teaching young children. The Commission's recommendation brings these competing needs in balance. The Commission did not explore the preparation of teachers for exceptional children and made no recommendations regarding this specialized and highly regulated subject.

The Commission believes certification requirements and procedures should be reviewed. One purpose of the review would be to determine whether the categories of certification can and should be consolidated so that fewer areas of certification exist. Another purpose of the review is to ascertain if certification needs to be revised in light of the recent quality control standards imposed by the State. The review should encompass preparation of teachers of exceptional students. Although it believes that those who have

devoted their lives to the study and practice of education should have a majority voice in the deliberations leading to formulation of certification categories and requirements, it also believes that the deliberations should be more broadly based through the inclusion of subject matter experts from the basic disciplines in the deliberating and recommending bodies. Recommendations Three and Four are designed to assure such diversity of membership and inaugurate a review of the certification structure and procedures.

The teacher certification examination is a uniform measure which should be one of the important determinants of minimum competence. This is particularly true for the more than seventy percent of Florida's teachers who were trained in out-of-state colleges not subject to State Board of Education and legislative directives. Recommendation Five calls for a strengthening of the Florida Teacher Certification Examination in several ways including the addition of subject matter components. This examination should incorporate CLAST as the basic skills component if the CLAST is determined to measure higher level competencies. Exemption should be provided to candidates who have previously demonstrated competence on the CLAST or an equivalent measure of basic skills.

The Commission believes that interaction between faculty of Colleges of Education and other university faculty on the one hand and public schools on the other, should be increased and the public service role of the colleges enhanced. The research efforts of Colleges of Education must be related to improvements in K-12 public education. Recommendations Six, Seven and Eight are being made to achieve these goals.

The Commission observed that many universities have teacher education programs located throughout the university, often without sufficient university coordination of the various facets of such programs. It believes that the preparation of teachers is one of the important functions of higher education and that universities should take steps to assure existence of university-wide attention to and coordination of teacher education programs.

The focus of university attention should be not only coordination of high quality programs for training teachers but also increasing the number of Florida-trained teachers available for service in Florida's schools. The Commission believes that an increase in the percentage of teachers trained in Florida should be a state goal. The State allocates resources to support the unique role of Colleges of Education and provides assistance to students in private schools through the Tuition Assistance Program and other State funds. Decreasing enrollments without a proportionate decrease in resources has resulted in a relatively high cost per student in Colleges of Education. (Table Five on page 51 illustrates the relatively high cost and declining enrollments in Colleges of Education.) Despite the generous resources and high cost, the percentage of teachers hired in Florida who are graduates of Florida universities is decreasing and is now only thirty percent. Several recommendations are addressed to increasing the number of Florida graduates available for teaching. Universities whose students are chiefly the graduates of Florida's public schools should and must direct attention to providing additional well-trained graduates as teachers in those schools.

The specific major recommendations of the Commission are as follows:

1. The State should establish an alternative experimental program for secondary education to attract arts and sciences graduates to teach in Florida's secondary schools. Regular certification should be awarded to those candidates who successfully pass the Florida Teacher Certification Examination and complete a beginning teacher program.

2. Elementary education majors should complete a liberal studies program with a minimum of 72 semester hours, including at least 12 semester hours in upper division courses.

3. The membership of the Education Standards Commission should include at least five persons who hold terminal degrees in subject matter academic disciplines.

4. Current efforts to modify the certification process should examine for possible reduction the number of certification areas and changes in certification because of the new quality control standards; establish a timetable for the systematic review of requirements in each specialization area; and involve Colleges of Arts and Sciences subject matter consultants in the formulation or revision of subject specialization certification requirements. The thirty hour upper division requirement for secondary education should be implemented as directed by the 1983 Legislature and related state board rules should be written to reflect a broad categorization of courses in each subject area to meet this thirty hour requirement.

5. The Florida Teacher Certification Examination should incorporate the CLAST as a basic skills component if the CLAST is determined to measure higher level competencies. Exemption should be provided to candidates who have previously demonstrated competence on the CLAST or an equivalent measure of basic skills. The professional education component should be strengthened on the basis of knowledge gained through research. A component to measure subject area or grade level mastery should be added to the examination.

6. Efforts to improve the quality of service and outreach activities to public schools should include the following:

   - Universities should reward faculty service to public schools. The Board of Regents should establish a system for evaluating the quality and quantity of such service and assure that the service component is given adequate weight in promotion, tenure, and other reward measures.
   - Teacher education faculty should have an integral role in the Beginning Teacher Program.
   - Colleges of Education should conduct comprehensive follow-up studies of their graduates teaching in public schools in an effort to improve teacher preparation programs.

7. Each university should acknowledge responsibility for teacher preparation as an important segment of its educational activities, provide for university-wide coordination of teacher education, and set

standards for improving the quality of teacher training programs as well as establishing goals for increasing the number of teachers being prepared in the State.

8. The proportion of state-sponsored research funds allocated to Colleges of Education to improve K-12 instruction should be reviewed by the Board of Regents and future allocations should be influenced by evidence of improvement.

TABLE OF CONTENTS

Page

EXECUTIVE SUMMARY.....i

INTRODUCTION.....1

TEACHER EDUCATION IN FLORIDA.....4

RESEARCH ACTIVITIES OF COLLEGES OF EDUCATION STUDY COMMITTEE.....16

ISSUES AND RECOMMENDATIONS.....36

I. Alternate Route for Certification in Secondary Education.....36

II. Preparation Programs for Elementary Teachers.....40

III. Addition of Subject Matter Experts to State Advisory Board.....42

IV. Other Improvements in Teacher Certification.....43

V. Strengthening Florida's Teacher Certification Examination.....45

VI. Service and Outreach in Public Schools.....47

VII. Teacher Education Within Universities.....49

VIII. Research Activities of College of Education Faculty.....52

BIBLIOGRAPHY.....54

APPENDICES.....61

A. Individuals Testifying at Public Hearing

B. Tables Related to Transcript Study

C. Principal Survey - Survey Instrument Analysis

D. Teacher Survey Instruments

E. On-Site Visits - Schedule and Interview Forms

F. Survey to School District Directors of Research

G. Consultant's Report on the Research Activities of Colleges of Education Faculty

H. News Clippings on Alternate Certification Trends

INTRODUCTION

Proviso language in the 1983 General Appropriations Act (Chapter 83-300, Laws of Florida) directed the Postsecondary Education Planning Commission to conduct a study of Colleges of Education. Commission staff met initially with appropriate officials from the Governor's office, legislative staff and the Department of Education to clarify the direction of the study, and to identify those issues most likely to receive legislative attention and issues being investigated by other state-level groups.

To direct this study the Commission designated a College of Education Study Committee comprising Dr. Robert Mautz, Chairman, Mrs. Rayma Page and Mr. William Schwartz. In early meetings, the Committee emphasized the need for practical, realistic recommendations which could be implemented at the state level to ensure quality standards for teacher education in Florida. They perceived as inappropriate the formulation of recommendations specific to individual institutions which should more properly be addressed by institutional or governing board authorities.

In identifying the issues to be addressed as part of the Colleges of Education Study, Commission members recognized that Florida has been in the forefront in reform efforts aimed at strengthening teacher competence. Several major quality control measures have been implemented at the state level including the Florida Teacher Certification Examination; minimum admission standards of the 40th percentile on the SAT/ACT for teacher education programs; the requirement that 80 percent of the graduates of state-approved teacher education programs pass the Florida Teacher Certification Examination in order for the program to maintain state approval; the Beginning Teacher Program; and the thirty hour, upper division subject matter requirement for secondary certification. Each of these reform efforts has been implemented in the 1980's and each will be described in greater detail in the pages which follow. The Commission believes that Florida has made significant changes in teacher education, and the State must complete the implementation process prior to an evaluation of the effectiveness of most of these changes. The Commission does not wish to interfere with the implementation process through unnecessary or untimely recommendations, or those based on conjecture rather than data.

In addition to these state initiatives, several Colleges of Education have made major changes in their curricula. These have been highlighted during on-site visits by Commission members and staff to nine public and four independent Colleges (or departments) of Education. Institutional changes include such efforts as the University of Florida's PROTEACH, South Florida's SCATT program, and the changes currently being adopted at Florida State University and the University of Miami. Many of these institutional modifications will be described in the next two chapters.

With due consideration that the full impact of the recent reforms affecting Colleges of Education and teacher education has not yet been realized, the time set for completion of the study was limited, and recommendations for state-level action were warranted, the Commission focused its study on four major issues. These are state quality control standards, preservice teacher preparation, the relationship of Colleges of Education to public schools and universities, and the impact of the research activities of College of Education faculty as they relate to public schools.

In arriving at its decision as to the proper scope of the study and appropriate recommendations, the Commission attempted to avoid replowing freshly plowed ground, to recommend changes complementary to those under way, to fill voids which had previously escaped attention, and to add to the building of a quality, balanced education system.

Data Gathering Activities

Previous studies, surveys, informational materials, and task force reports have provided a substantial preliminary data base for this study. Additional research activities in several areas were needed to strengthen the data base. These are outlined below and described in detail in Chapter Three:

1. Transcript Analysis - The quantity and level of subject matter and pedagogical coursework taken by elementary and secondary education majors inside and outside of Colleges of Education were examined and compared to the quantity and level of subject matter coursework taken by arts and science majors at the nine public and seven private institutions with Colleges of Education. The Grade Point Averages for subject matter and education courses also were analyzed.

2. Teacher's Surveys - Each teacher union (FEA United and FTP/NEA) surveyed a sample of its membership as to the teacher's view of the role and utility of current activities of College of Education faculty in public schools.

3. Principal's Telephone Survey - 100 principals were randomly selected from 10 school districts and interviewed about university faculty activities in their schools.

4. Survey to School District's Director of Research - Under school board policy, research which is to be conducted in one or more schools in a district by College of Education faculty, students, or others must first be approved by the District's Director of Research or his designee. Eight directors of research in districts which house state institutions were sent a short questionnaire soliciting their input on the quantity, quality, utility and value of College of Education research requests.

5. Request to Deans of Colleges of Education on Research Activities - A letter was sent to each of the nine deans in state institutions requesting a comprehensive listing of the research College of Education faculty have conducted over the past two years which directly relates to public schools. A content analysis and a synthesis of the responses were completed by an impartial and distinguished professional from another state.

6. On-site Visits - Visits were made to each of the nine state universities and four independent institutions in October and November to interview the deans, program chairpersons, and representative faculty members. Four on-site interview questionnaires were designed for the purpose of requesting consistent information at each institution. The four laboratory schools were also visited. During these visits, information was solicited on the following:

- relationship of the College of Education with public schools
- changes which the College of Education has made to improve public education
- extent of outreach and inservice activities
- the faculty reward system
- extent of clinical and early field experiences in public schools
- faculty involvement with the Beginning Teacher Program
- extent of follow-up on the performance of graduates
- use of laboratory schools by Colleges of Education
- research activities of faculty

Consideration of Recommendations

The Commission considered it essential to formulate and disseminate a preliminary draft of recommendations to facilitate public comment before arriving at final conclusions. These preliminary recommendations and accompanying brief rationale for each were disseminated to the public on January 6, 1984. This preliminary document was intended to include recommendations which may require legislative action.

The Colleges of Education Study Committee received public comment on the study and preliminary recommendations at a public hearing in Tallahassee on January 18, 1984. A list of individuals who testified at the public hearing can be found in Appendix A. The Committee met on January 23rd to discuss the public testimony and modified its report when appropriate. The analyses of the research became available and based upon this and other findings a recommendation relating to the research activities of Colleges of Education was added. The final report was adopted by the Commission On February 16, 1984 and transmitted to the Legislature and State Board of Education prior to March 1, 1984.

Consideration of the legislative calendar required completion of the study within eight months. As a result, the Commission restricted the scope of the study to focus on items which in its opinion warranted highest priority. Therefore, several topics pertinent to Colleges of Education were unable to be examined. Unexplored areas identified during the public hearing include graduate programs and school administrator training programs within Colleges of Education, and the relationship of community colleges to teacher education programs. Future study of these and other topics may be necessary.

Because the subject has been thoroughly studied and discussed, the Commission did not perceive that further study of teachers' salaries should be an integral part of its study. The Commission fully supports, however, the commitment of the State Board of Education to increase teacher salaries to the upper quartile. If teaching is not financially attractive, the efforts of this Commission and other groups to improve the quality of the education enterprise will be futile.

TEACHER EDUCATION IN FLORIDA

This chapter focuses on the organizational structure of preservice and inservice teacher education programs in Florida. It addresses the various institutional and state quality controls in the process of teacher education. Recent and proposed legislative efforts aimed at strengthening teacher competence through changes in certification procedures and other means are also addressed. The role of Florida's Colleges of Education in teacher education provides a primary focus throughout the pages which follow.

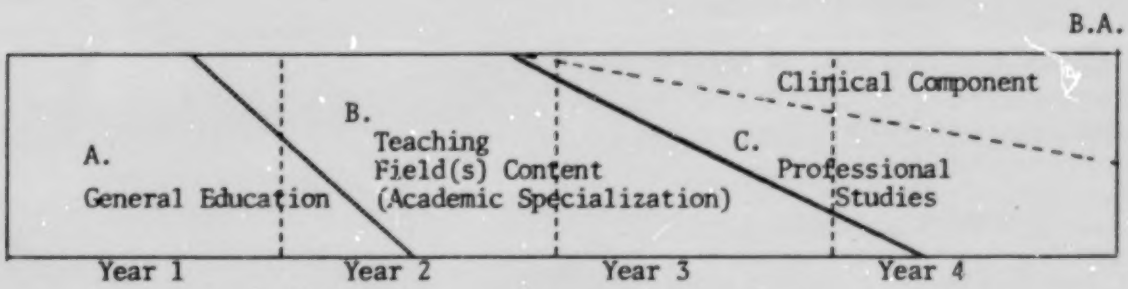
The preparation of a teacher in Florida is described from entry into a teacher education program through the undergraduate program and into continued professional development experiences. A flowchart is presented on page 15 to further illustrate the process. The following major areas of teacher education are included:

- Undergraduate or Preservice Teacher Education
- State Certification and Program Approval
- Florida Teacher Certification Examination
- Beginning Teacher Program
- Continued Professional Development and Recertification of Teachers

Undergraduate or Preservice Teacher Education

Teacher preparation programs emerged from a normal school training format to adaptation within the four year baccalaureate institution about fifty years ago. Since that time, a fairly consistent organizational framework for teacher preparation has remained. The first two years of four year teacher training programs through which a student becomes a certified teacher are usually characterized by general education requirements and preprofessional studies. The later two years in the process of teacher preparation are generally devoted to academic specialization and professional studies.

TYPICAL FOUR-YEAR UNDERGRADUATE TEACHER EDUCATION PROGRAM*



* The proportions of time reflected in the components are approximate. Adapted from Educating a Professional: Extended Programs for Teacher Education, American Association of Colleges for Teacher Education, 1982

General Education

General education represents the diversity of coursework in lower division, liberal arts studies in universities or community colleges which provides all students with a broad based educational framework on which to build proficiency and substantive content in specialized areas. These studies can also provide prospective teachers with coursework in the social and behavioral sciences which are the basis for understanding the learning processes, school culture, and the school as an institution in society. The general education requirements for teacher certification are specified in SBE Rule 6A-4.06.

A minimum of 45 semester hours is required in general education. This includes not more than 12 semester hours in each of five areas: communications; human adjustment; biological science, physical science and mathematics; social science; and humanities and applied arts. Any applicant holding an A.A. degree from a Florida community college is considered to have met these requirements.

Admission to Teacher Education

In Florida, as elsewhere, a student generally enters a teacher education program in the first semester of the junior year. Section 240.529, Florida Statutes, states that all state-approved teacher education programs shall require as a prerequisite for admission into the program that a student receive a passing score at the fortieth percentile or above on a nationally standardized college entrance examination. This admission requirement was created in 1981 to help establish higher academic standards for individuals to qualify as prospective teachers in Florida schools as a result of the public's growing concern over poorly prepared teachers, and equates to a score of 835 on the SAT and 17 on the ACT. A ten percent waiver of this requirement is allowed at each institution. However, October 1983 Board of Regents data indicated that during the 1982-83 academic year only 5.3 percent of the 2608 students admitted to teacher education programs had ACT/SAT test scores below the minimum, with 7.6 percent being the largest percentage below at any one state institution.

Professional Studies

Professional studies include two pedagogical areas which support one another. The first area contains those courses which focus on what is known about learning in general, for example, tests and measurement theory and educational psychology. The second addresses pedagogical knowledge and skills related to teaching specific content areas, to teaching a particular age or grade, cultural or linguistic background, or working with learners with particular physical or mental abilities. The professional studies component of the teacher education program totals at least 20 semester hours. The minimum state requirements for certification are six semester hours in foundations of education, six semester hours in methods of teaching, and six semester hours in practical experience in teaching.

All institutions appear to comply with these minimum state certification requirements and most require several supplementary education courses in such areas as human relations, media methods, and methods for particular subject specialization. A review of institution catalogues and a study of selected transcripts of secondary education majors showed little consensus regarding the

number of hours required in professional studies. According to the catalogues, the number of semester hours required for secondary education majors in education ranged from 18 to 30 hours. A transcript analysis of over 275 secondary education majors in English, mathematics and biology, noted that a range of 24 to 52 semester hours of professional coursework in education are actually taken with a mean of 33 hours of College of Education coursework. Thus it appears that secondary education majors are taking several additional hours more in education coursework than required in the catalogues or by state certification guidelines.

While secondary education majors are required to complete a number of upper division courses in subject matter, the same cannot be said of elementary education majors. Professional studies consume the total upper division program for most junior and senior elementary education majors. Although state certification requirements mandate approximately 41 hours in education coursework for elementary education majors, an analysis of over 230 elementary education transcripts showed an average of 64 semester hours in professional studies in the junior and senior years. Therefore, elementary majors at Florida institutions appear to have only two components in their teacher education program--general education and professional studies. The preparation of an exceptional education teacher is a special category and is not addressed within this chapter.

The clinical and field components of the training program in which prospective teachers have the opportunity to apply their knowledge in a classroom context are included in this area of professional studies. These components are often integrated into the student's professional preparation sequence early, but there is variation among teacher training institutions in the frequency, duration, and supervision of such opportunities. These will be discussed in detail below. Emphasizing the importance of the practical training experiences, the 1983 Legislature appropriated $500,000 to improve the clinical aspects of the professional studies component at each of the nine state institutions.

A 1982 survey of the program chairpersons in each of Florida's teacher training programs was conducted by the Joint Executive and Legislative Task Force for Teacher Education Quality Improvement. This survey was designed to assess the mix of clinical (campus-based), early field (school-based, campus return), and student internship experience (school-based) within teacher education programs throughout Florida. Approximately 70 percent of the program chairpersons responded to this survey. As would be expected, tremendous variation in types, frequencies, duration, and sequencing of such clinically-oriented activities were noted in the responses. A general profile of the typical program experience will be outlined herein to characterize the type of preservice education being provided in Florida's institutions. Variation will be noted when necessary.

Clinical Experience

Clinical experiences embody those activities which occur on the college/university campus, and allow students to practice techniques and teaching strategies while being supervised by faculty. Examples of such activities include teaching labs, tutoring sessions, micro-teaching, and diagnostic labs. Most institutions responding indicated that clinical experiences were available during the junior and senior years. Several

smaller schools stated that limited facilities and resources precluded such activities. The various clinical experiences for all areas ranged from 10 to 150 hours over the course of the program and clustered in the 40-60 hour range.

Early Field Experience

Together with early field experiences, the clinical dimension to teacher preparation becomes an important part of the total program of study. Early field experiences reflect those activities that provide students with opportunities to practice teaching for short periods of time in school classrooms as part of their coursework. These experiences integrate the practice of teaching techniques in public school settings.

The typical early field experience consists of a methods or practicum course providing approximately 80-120 hours of school-based experience per semester. Total early field program requirements ranged from 49 to 400 hours per student in elementary programs. Seventeen of twenty secondary programs offered some form of early field observation and participation ranged from 12 to 200 hours per semester with most programs clustering between 50 to 80 hours. Four institutions offered these courses at the freshman or sophomore level; the rest at the upper division level. Interaction between the university supervising professor, the students, and the school-based teacher under whom they are practicing seems to occur approximately once a week. However, this contact varies across and within institutions due to limited supervising resources, time constraints, and logistic and geographic problems.

Student Internship (student teaching)

The student internship experience for almost all institutions and programs conformed to or moderately exceeded the state regulation guidelines of 10 weeks. Several institutions required semester (16 weeks) internships and two Colleges of Education required two semester internships. Generally, internships took place in one school, in one grade level, and depending upon discipline, focused upon more than one subject matter area.

Academic Specialization

Academic specialization includes the study of subject matter in which the teacher candidate will later specialize (e.g., mathematics, English, and music). Coursework covered during this period should be of sufficient scope and rigor to ensure mastery of that particular academic subject. For programs of elementary education, the character of academic specialization courses usually includes a blend of applied content studies to specific area, grade or learning situations and subject matter is usually incorporated into education methods courses. As mentioned in the previous section, elementary education majors do not appear to take lower or upper division courses in subject matter as juniors or seniors. This discussion of academic specialization will therefore be limited to secondary education majors.

State specialization requirements for certification are specified in SBE Rules 6A-4.08 through 6A-4.35. Normally a degree major in a field in which certification is available is accepted as meeting the specialization

requirements. The number of hours required under state board rules for the content specialization in any one subject area varies considerably from a minimum of 12 semester hours to a maximum of 45 semester hours.

Most secondary programs allow or require lower division coursework as partial fulfillment of the academic specialization component. This varies from one to 20 semester hours. This does not preclude additional requirements that students take upper division courses in their academic specialization to complete programs. Also, each secondary education program appears to be structured to allow students to utilize elective hours to strengthen their content proficiency further, if they so desire.

The institutional requirements for secondary education programs in subject matter do not fall short of the current state certification requirements; indeed, most programs examined in a review of catalogues far exceed state requirements by mandating a heavier concentration of upper division courses than are required currently by the State. However, one criticism of state certification requirements is that they are inadequate in subject matter for secondary education majors.

In an attempt to make secondary education certification more rigorous, the 1983 Legislature mandated that as of August 1985, 30 hours of upper division coursework in a field of specialization outside the College of Education will be required for the certification of secondary teachers in Florida. This requirement will also apply to out-of-state candidates seeking certification in Florida. The Commission's transcript study, discussed elsewhere in this report, shows that this new requirement will add at least two upper division subject matter courses for secondary education majors in mathematics and biology in Florida's Colleges of Education.

These preliminary examinations have highlighted the basic organizational structure of teacher preparation to provide an understanding of the program components as they presently exist and of their relationship to state certification requirements. Further information about the variation in subject matter and education coursework for education majors has been obtained through a detailed transcript analysis which is described in the next chapter.

State Certification and Program Approval

State Board of Education Rules provide two different processes by which institutions can comply with state requirements for certification of their graduates--individual course by course approval and program approval. In the first process, institutions submit individual education and subject matter courses to the Department of Education for acceptance to meet the requirements prescribed in State Board of Education Rule 6A-4 for various certification specializations. The second process, program approval, is one in which a teacher training institution may acquire state program approval status as prescribed in SBE Rule 6A-5. Most prospective teachers complete their training in a state-approved program and are automatically certified by the State upon graduation.

The program approval process requires that institutions design and document a complete teacher training program with specified admission, screening and graduation requirements. A curriculum designed to include Florida's generic

teaching competencies must be verified and a responsiveness to the educational needs of Florida's school districts must be an integral part of the program. In addition, there must be evaluation procedures specified in the program for determining that graduates have satisfactorily demonstrated all required competencies. According to SBE Rule 6A-5, the purposes of program approval are to make teacher preparation programs responsive to the educational needs of Florida, to recognize institutions with a serious commitment to quality in teacher education, to encourage flexibility in teacher education program design, and to make more effective use of resources.

Institutions seeking state program approval for their teacher education programs must complete a self-study report according to criteria specified by the Department of Education. An evaluation team composed of representatives from Colleges of Education, school districts and the state agency conducts an on-site visit through which program approval or non-approval is determined. Programs are approved for one to five years. SBE Rule 6A-5 is currently being revised to place a greater emphasis on examining the performance of the graduates of state-approved teacher education programs. One new standard for program approval currently being considered requires the successful completion of Florida's Beginning Teacher Program by 90 percent of the graduates of individual programs in the College of Education.

Section 240.529, Florida Statutes, requires that 80 percent of the graduates of a program pass the Florida Teacher Certification Examination in order for the program to retain approval. The 1983 Legislature authorized the State Board of Education to grant a waiver of this requirement on an annual basis if the request for a waiver includes a plan for fulfilling the 80 percent requirement by 1985-86.

Program approval status provides graduates of approved programs with the assurance that they have met training requirements for certification. Successful completion of an approved teacher education program also entitles an individual to be granted the comparable certification in a state that has signed the Interstate Certification Contract with Florida. Through the Interstate Agreement, Florida has entered a cooperative system with approximately 30 other states whereby the determination of qualifications by another participating state need not be re-examined each time an applicant presents credentials for a job as teacher. The Interstate Certification Contract theoretically assures enough similarity in teacher preparatory programs, qualifications, and any other elements of eligibility for certification so that a state is justified in accepting either a candidate for certification or a certified teacher from another participating state without an elaborate reinspection process.

Florida Teacher Certification Examination

Through a comprehensive written examination, candidates for the Florida teacher certificate must demonstrate mastery of the essential competencies that have been adopted in state board rules (Section 231.17, Florida Statutes). The Florida Teacher Certification Examination, implemented in July 1980, consists of two major components: a basic skills component consisting of three subtests (writing, reading, and mathematics) and a professional education component. The entire examination takes approximately five hours to complete. Statistical data on approximately 16,000 candidates who took the examination after August 1981 indicate that the average percentage of candidates passing each subtest was:

writing, 92 percent; mathematics, 87 percent; reading, 90 percent; and professional education, 94 percent. A candidate must pass all four subtests to pass the examination. The overall passing rate before the October 1983 administration was 83 percent.

All candidates who wish to obtain a Florida teaching certificate must pass the Florida Teacher Certification Examination. Concern has been raised by state and institutional officials about the level of difficulty found in the examination. The question has been posed as to whether this examination represents the same level of assurance of quality as does a fortieth percentile entry score on the ACT or SAT which is required for admission to a state-approved program. Data from at least one institution, the University of South Florida, indicates that the latter standards are higher.

Florida hires at least 70 percent of its teachers each year from out-of-state and an even larger percentage of "immigrant" teachers are expected in the next few years. Thus, the quality control efforts now in place in Florida such as the Teacher Certification Examination must continue to be examined to assure they screen out those who do not possess the qualifications regarded as minimum to performing as a teacher. Data obtained from the Department of Education's Office of State Assessment indicates that there is little variation in scores among in-state and out-of-state candidates on the Florida Teacher Certification Examination. This is illustrated in Figure 1.

One recent action to improve quality control took place when the State Board of Education approved a recommendation by the Education Standards Commission to raise the cut-off score needed for passing the mathematics, reading, and professional education sections of the Florida Teacher Certification Examination by approximately 5 percent. The October 1983 test administration shown in Figure 1 reflects these new cut-off scores.

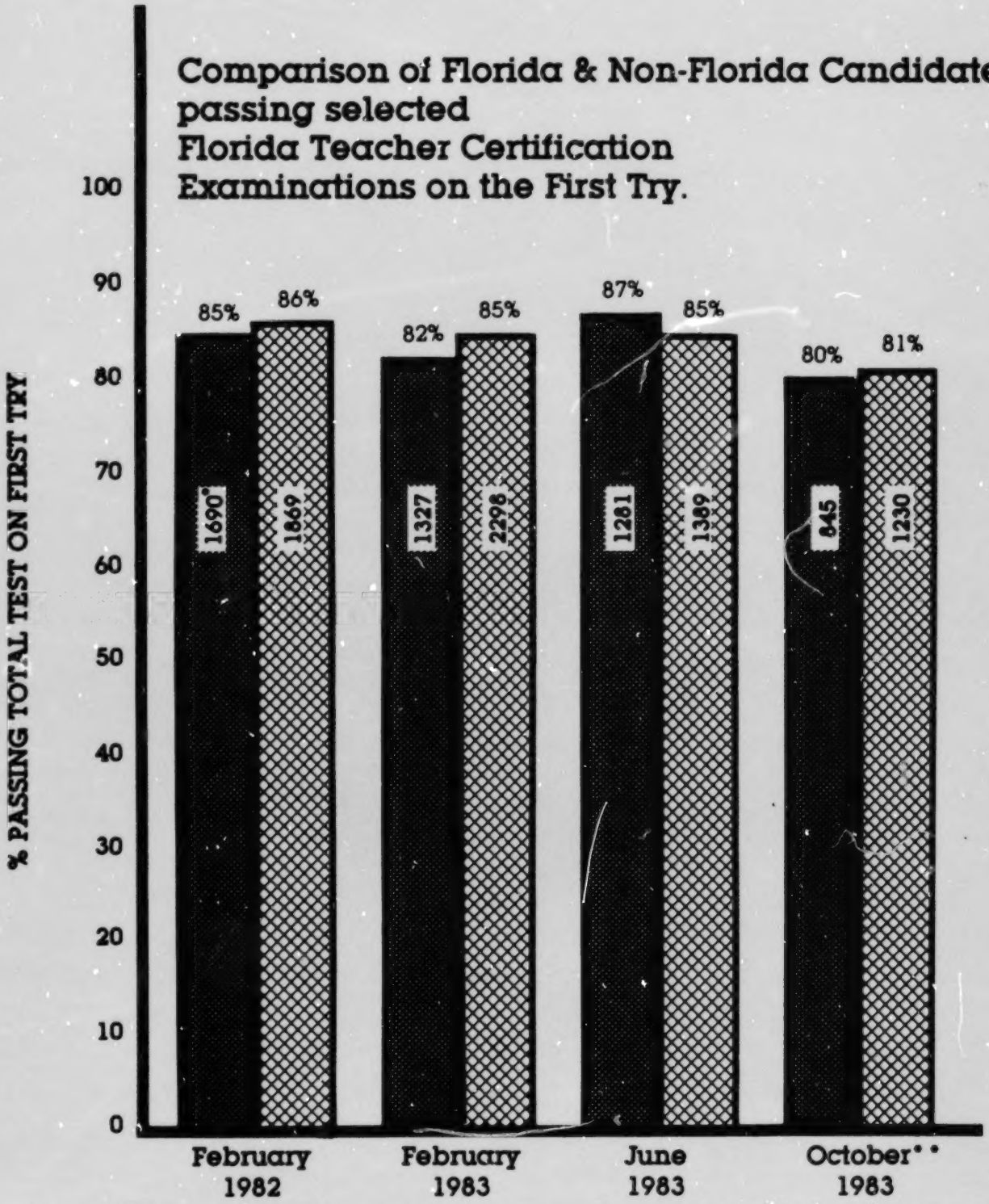
The Department of Education is currently conducting a feasibility study to determine if a subject area component should be added to the examination. Several states have implemented subject matter examinations to ensure that teachers of mathematics, science and other disciplines have the competencies deemed necessary to teach adequately the subject for which they are to be certified.

Beginning Teacher Program

The Florida Beginning Teacher Program was established by legislative action in 1981. This legislation requires that all candidates for a teaching certificate in Florida must also satisfactorily complete a year-long Beginning Teacher Program regardless of their previous teaching experience. The primary purpose of the Beginning Teacher Program is to improve the performance of all first year teachers through a comprehensive program of support, training, and documentation of such fundamental teaching competencies as planning, presentation of subject matter, communication and student evaluation. A school district conducts the program during an individual's initial year of employment in which the participant receives full pay. According to Section 231.17, Florida Statutes, successful completion of the Beginning Teacher Program requires the superintendent to verify that the beginning teacher has completed the program successfully.

Figure 1

Comparison of Florida & Non-Florida Candidates passing selected Florida Teacher Certification Examinations on the First Try.



* number of individuals taking the exam.

** lower percentage passing due to new cut-off score.

Source: Department of Education, Student Assessment Section, Dec. 1983

To verify the demonstration of these generic teaching competencies through comprehensive evaluation processes, a Performance Measurement System has been developed by a coalition of representatives from Florida school districts and universities. The measurement system provides standardized procedures for conducting observations and performance evaluations of beginning teachers to ensure consistency within the State. This measurement system has the potential for providing a uniform and consistent method of evaluation for entering classroom teachers and it is based upon recent empirical research on effective teaching.

The 1982-83 school year was the first full year of implementation for the Beginning Teacher Program. Based on an analysis of the evaluation data collected during the first year from administrators, peer teachers, and beginning teachers, the program appears to have a high potential for success. Over 70 percent of the beginning teachers surveyed as part of the first year's evaluation stated that the program strengths included staff assistance and conferences with experienced teachers and administrators through which evaluative information was provided. Several recommendations for improvements made in the June 1983 Program Evaluation Report are being implemented as the program continues in its second year.

Continued Professional Development and Recertification of Teachers

Teacher Education Centers

The 1973 Legislature established Teacher Education Centers to deliver inservice education programs for all educational personnel. Programs are planned and implemented through the collaborative efforts of classroom teachers, school districts, and institutions of higher education. According to Section 231.603(2), Florida Statutes, the primary purposes of Florida's Teacher Education Centers are to assess inservice training needs as perceived by classroom teachers, school district personnel, university personnel, and other concerned agencies; to develop programs based on those identified inservice needs; and to provide human and material resources for inservice training by whichever agents are best prepared to deliver them.

Teacher Education Centers were voluntary until 1977; since that time all school districts are required to maintain a Center. Forty-six centers are currently operating in Florida; five of these are multi-district centers providing services to several school districts. In some districts, the Teacher Education Center governs all inservice training provided in the districts; in other districts, the Center is only responsible for training teachers, while training for administrators and support staff is administered through an in-service staff development program.

A January 1983 Evaluation Report of Teacher Education Centers conducted for the Education Standards Commission states that teachers used these centers frequently and found the services they received to be valuable. In this study, 90 percent of the 634 responding teachers surveyed reported that they had participated in a variety of inservice programs within the past 12 months. Approximately 50 percent of the teachers who responded noted self-improvement as a reason for participation, while 40 percent of the teachers reported that their reasons for participation included certificate renewal or district/school requirements.

Faculty participation in Teacher Education Centers is assured by State funding. Each school district is required to annually enter into an agreement with one or more universities or colleges of their choice to provide educational services to district personnel and to document these service hours. The amounts are then summed for each university and funds are released following receipt of signed service agreement forms. Allocations to colleges and universities participating in Teacher Education Centers have averaged approximately $2.5 million dollars annually. Rewards to faculty for participation in Teacher Education Center activities vary. Some universities offer direct stipends in addition to a regular salary; others provide no monetary incentive. The Teacher Education Center faculty survey reported that more than 83 percent of the faculty involved in Teacher Education Center activities hold appointments in Colleges of Education; approximately 16 percent are from other sectors of the university. When university faculty were surveyed as a part of this study, they indicated that participation in Teacher Education Center activities kept faculty in touch with public school activities and classroom practices.

The 1983 Legislature provided $9.2 million for intensive subject matter content instruction in summer inservice training programs for classroom teachers. The emphasis for Summer 1984 will be in mathematics and science instruction for elementary and secondary teachers. Faculty in Colleges of Arts and Sciences must be given first consideration to provide intensive training in subject matter content.

Certificate Renewal or Recertification

Certification policy requires that teaching certificates be renewed every five years through completion of six semester hours or the equivalent (120 clock hours) of approved inservice components. In addition, the state board rule governing the process (SBE Rule 6A-5.71) states that at least half of this work be in the field in which the applicant is certified or seeking certification. Up to 3 semester hours (60 inservice hours) may be earned out-of-field in the areas of administration, guidance, exceptional child education and basic skills. All courses used for recertification purposes must be approved by the Department of Education. A course check sheet is developed for each college and university showing which courses can be used for the certification process, including an identification of courses that may be used for in-field credit.

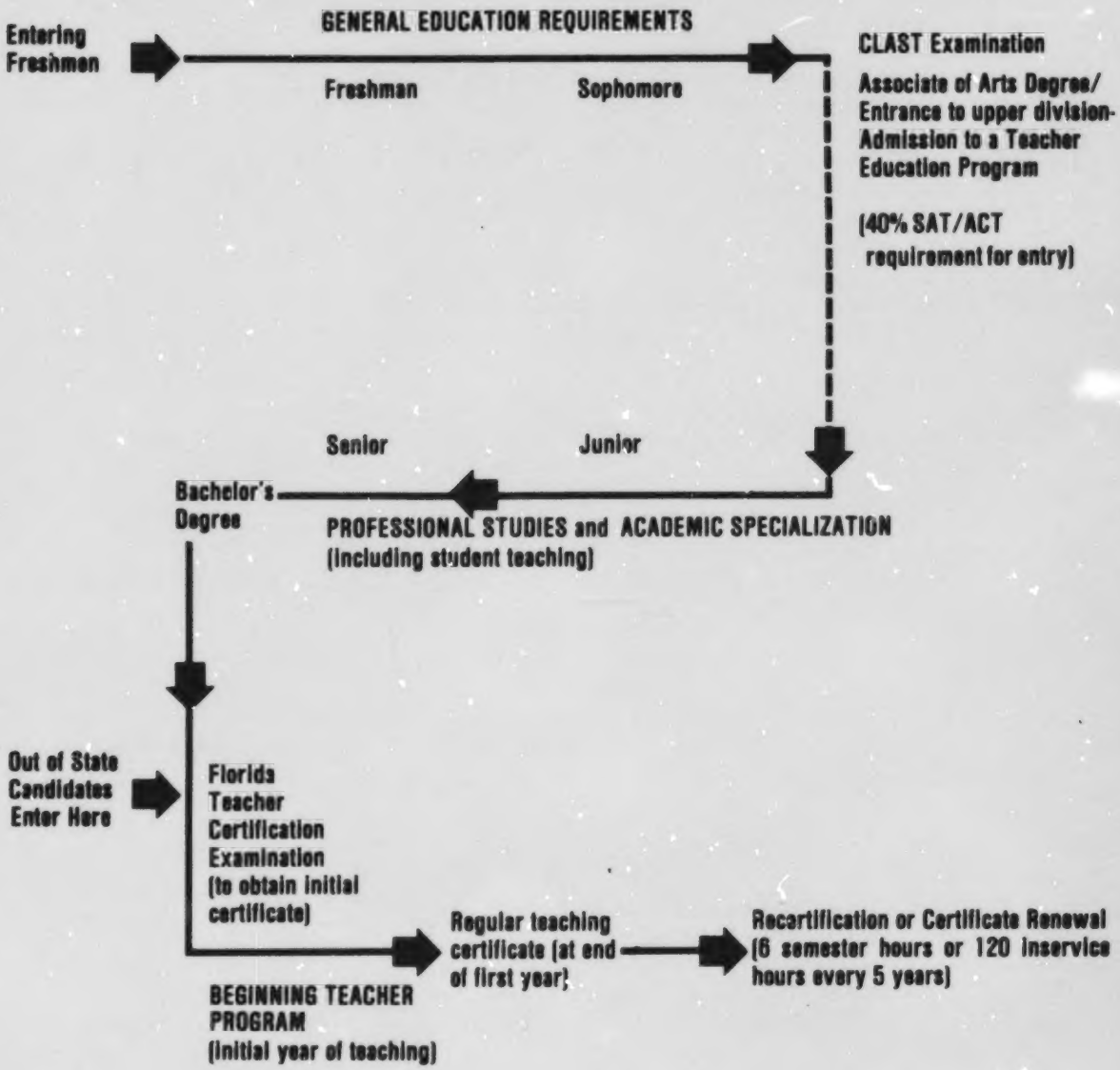
Teacher Education Center activities are frequently used for certification renewal. Forty-one percent of the teachers surveyed in the 1983 Teacher Education Center Evaluation Study reported that they had renewed certificates through center activities. An additional 8 percent stated that new areas of certification had been added to their certificates through Teacher Education Center participation. Almost half of the teachers noted a preference for obtaining recertification through Teacher Education Center programs instead of university course credit.

State Board of Education Rule 6A-5.70 on inservice teacher education is being examined by the Department of Education in an attempt to make the requirements more rigorous. Included in the proposed modification are more stringent requirements for state approval of inservice programs. Three proposed requirements are 1) that 90 percent of all certified personnel involved in an inservice program demonstrate increased competencies as measured by pretests and posttests, 2) that an annual report of attainable data on measurable objectives

for each inservice program be presented to the Department of Education by school districts, and 3) that inservice activities which may lead to certificate renewal be at least 10 hours in length to facilitate a more indepth learning experience.

The Educations Standards Commission is also examining the recertification procedures and requirements at the request of the State Board of Education. A key issue being addressed is the lack of evaluative procedures used in Teacher Education Center programs to verify learner competencies, especially when these inservice activities are being used for certificate renewal or the addition of new recertification areas. Four components are being investigated in the proposed modification of the recertification process. These include the demonstration of professional knowledge, subject matter knowledge, classroom performance, and professional growth and development. Recommendations for improvement will be submitted to the State Board of Education by March 1984.

FLOWCHART OF TEACHER EDUCATION IN FLORIDA


Entering Freshmen
GENERAL EDUCATION REQUIREMENTS
Freshman
Sophomore
CLAST Examination
Associate of Arts Degree/ Entrance to upper division- Admission to a Teacher Education Program
(40% SAT/ACT requirement for entry)
Senior
Junior
Bachelor's Degree
PROFESSIONAL STUDIES and ACADEMIC SPECIALIZATION (including student teaching)
Out of State Candidates Enter Here
Florida Teacher Certification Examination (to obtain initial certificate)
Regular teaching certificate (at end of first year)
Recertification or Certificate Renewal (6 semester hours or 120 inservice hours every 5 years)
BEGINNING TEACHER PROGRAM (initial year of teaching)

RESEARCH ACTIVITIES OF COLLEGES OF EDUCATION STUDY

During the past decade, several commissions and task forces in Florida have examined teacher education and Colleges of Education. Numerous studies have been conducted and reports written and disseminated. To avoid redundancy, the Commission reviewed the findings and conclusions of these previous efforts before designing the research activities of the current study. The strategies incorporated in the Commission's study of Florida's Colleges of Education solicited data in areas which had not been investigated previously. Research activities included:

- A Transcript Analysis
- A Survey of School Principals in Selected School Districts
- Teacher Surveys Conducted by FTP/NEA and FEA United
- On-site Visits to 13 Institutions with Colleges/Departments/Schools of Education
- A Survey of Directors of Research in Selected School Districts
- An Analysis of the Research Activities of College of Education Faculty

Transcript Analysis

The transcript analysis was designed to answer the following questions:

- How much subject matter coursework do secondary education majors take at Florida's public and private postsecondary institutions?

- How does the level of coursework compare to that taken by comparable arts and science majors?

- How much subject matter do elementary education majors take in their junior and senior years?

- How much education coursework is taken by elementary and secondary education majors?

- How do grade point averages in subject matter and education courses compare for secondary education majors?

Critics of teacher education programs have expressed concern that subject area mastery is lacking for education majors. At the secondary level, it is suggested that prospective teachers receive content area training which is potentially less extensive and rigorous than that received by their liberal arts counterparts. In addition, many have argued that elementary education majors have little room in their programs for subject matter coursework. The rigor of education coursework also has been questioned. Education majors frequently have been criticized for obtaining A's and B's in education courses and C's or less in subject matter courses. The legitimacy of the above criticisms was explored in the transcript analysis.

The 1983 Florida Legislature amended Section 231.17, Florida Statutes, to read, "Beginning in August 1985, at least 30 of the total number of semester hours required for secondary school teachers shall be earned in upper division courses offered by a college other than the College of Education in the field of

specialization." The transcript analysis assessed the impact of this requirement and noted necessary modifications in the coursework of secondary education majors to comply with new legislation.

Transcripts from sixteen institutions with approved teacher education programs were analyzed in this study. The State University System supplied the transcripts for education and non-education majors for each of the nine public institutions. The State Board of Independent Colleges and Universities assisted in securing transcripts from seven private colleges and universities: Barry, Flagler, Miami, Jacksonville, Florida Southern, Stetson, and Bethune-Cookman.

Transcripts of the total population of mathematics education, biology education and English education majors who graduated from the 16 institutions since June 1981 were requested. Ten transcripts each of mathematics, biology and English arts and science majors were requested as a comparison group. Some of the 16 institutions did not graduate students in one or more of the three secondary education areas during this period and were therefore excluded from this aspect of the transcript study. Transcripts of 15 elementary education majors from each institution also were obtained.

Secondary Education

Each secondary education transcript was analyzed for the total number of upper and lower division subject matter hours in the field of specialization, upper and lower division related subject matter hours, total number of education hours, and grade point averages in subject matter and education courses. Related subject matter refers to those subject areas generally required to support the major such as chemistry, nutrition, physics and for biology majors. Arts and Science transcripts were studied in a similar manner.

The results of the transcript analysis in secondary education show that the upper and lower division subject matter hours taken by mathematics education, biology education, and English education graduates as compared to arts and science graduates vary significantly (Figures 2, 3, 4). While mathematics education majors averaged 38 semester hours in mathematics, arts and science majors averaged 58 semester hours. Biology education majors averaged 53 semester hours in subject matter compared to 76 semester hours for arts and science majors. The smallest discrepancy was in English, where education majors averaged 42 semester hours in the field of specialization and arts and science majors averaged 46 semester hours.

The significance of the effect of the new 30 hour, upper division subject matter requirement to be implemented by August 1985 is illustrated in Table One. As can be seen, current mathematics and biology education majors do not meet the 30 hour requirement; on the average these majors are deficient in at least two upper division courses in subject matter. On the other hand, an average deficiency of only two semester hours was noted for English education majors.

Figure 2

Average Semester Hours in Mathematics and Education for Mathematics Education Undergraduates and Mathematics Arts & Sciences Undergraduates June 1981 through August 1983

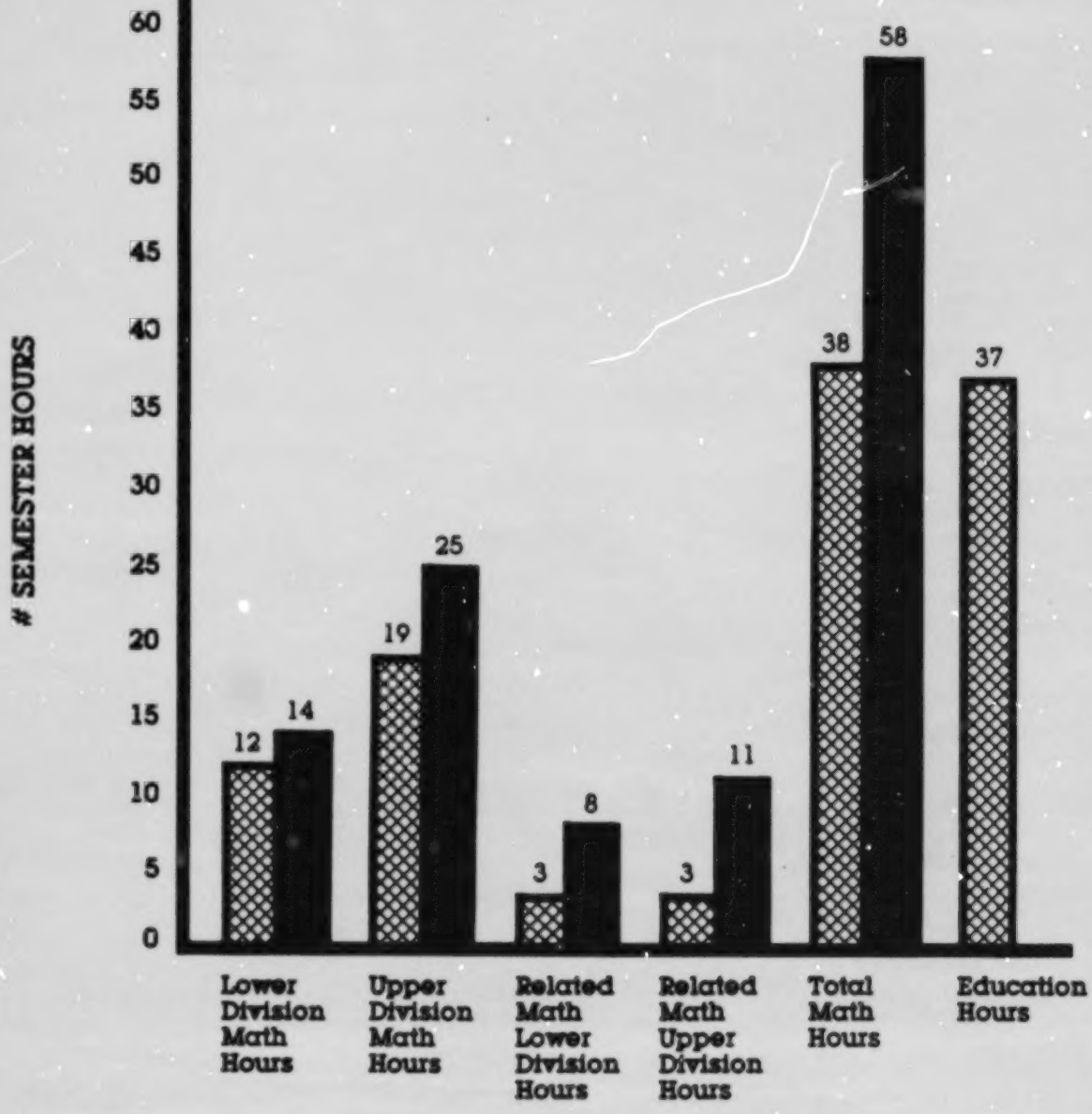


Figure 3

Average Semester Hours in Biology and Education for Biology Education Undergraduates and Biology Arts & Sciences Undergraduates June 1981 through August 1983

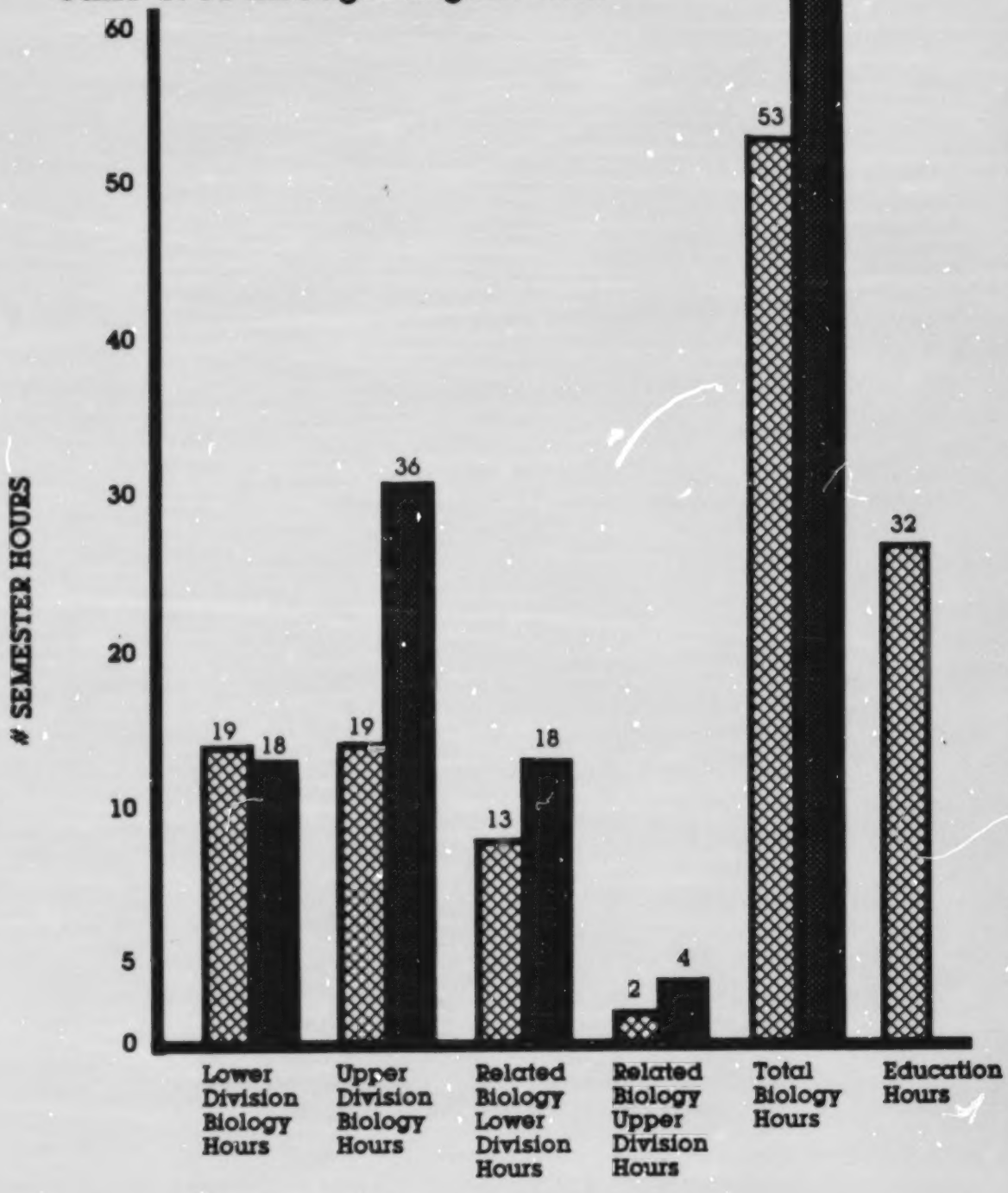


Figure 4

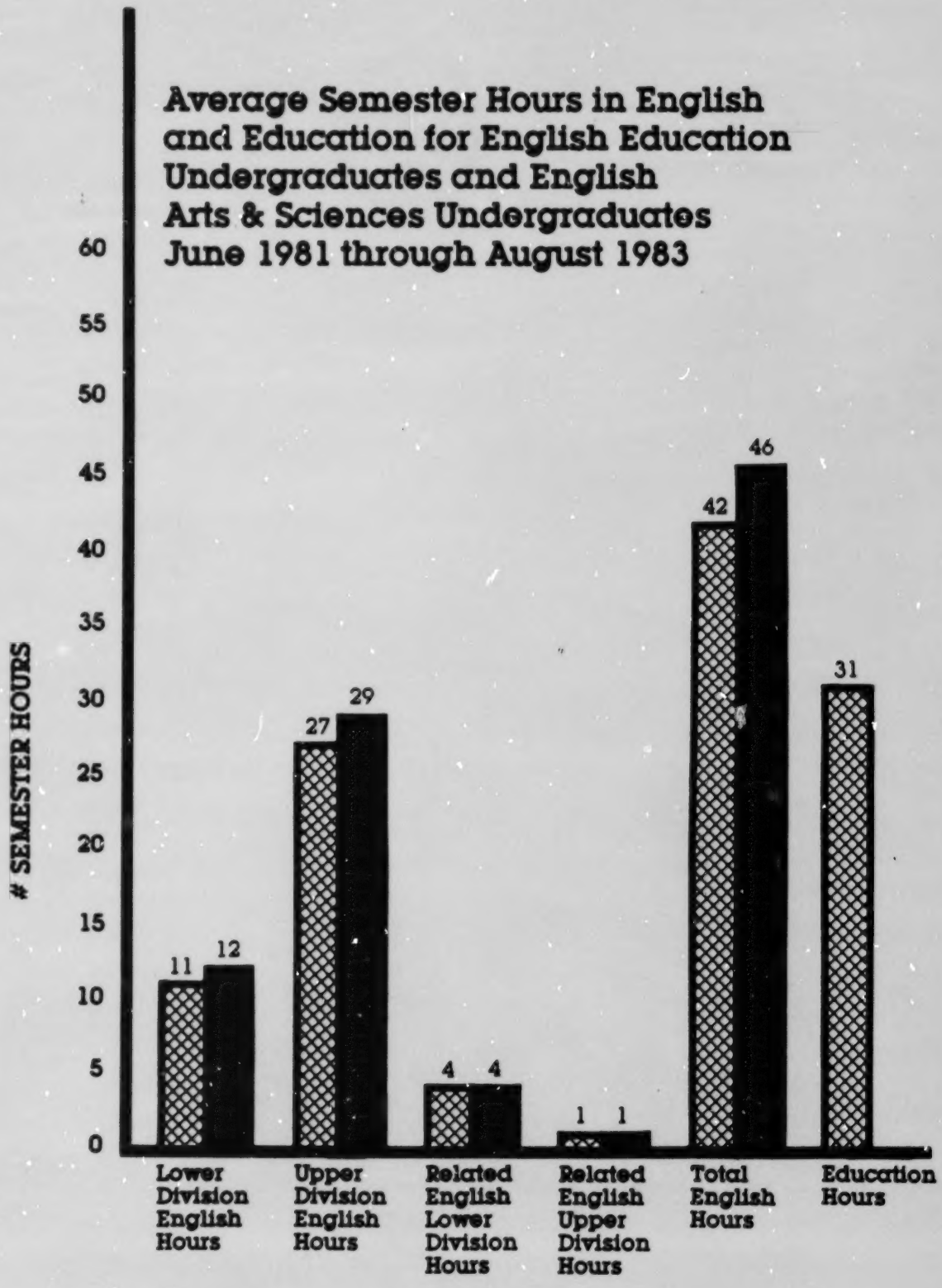

Average Semester Hours in English and Education for English Education Undergraduates and English Arts & Sciences Undergraduates June 1981 through August 1983
SEMESTER HOURS
60
55
50
45
40
35
30
25
20
15
10
5
0
11
12
27
29
4
4
1
1
42
46
31
Lower Division English Hours
Upper Division English Hours
Related English Lower Division Hours
Related English Upper Division Hours
Total English Hours
Education Hours
English Education Undergraduates (n = 136)
English Arts and Sciences Undergraduates (n=95)

TABLE ONE
Effect of 30 Hour Requirement

Subject Area	Average Semester Hours in Upper Division Subject Matter and Related Subject Matter Coursework Taken by Education Majors	Discrepancy Between Current Upper Division Semester Hours in Subject Matter and Thirty Hour Requirement
Mathematics	22 semester hours	8 semester hours
Biology	21 semester hours	9 semester hours
English	28 semester hours	2 semester hours

The qualitative differences in the subject matter coursework taken by mathematics education and mathematics arts and science majors were also addressed in the transcript study. A percentage distribution of courses taken in subject matter by mathematics education and mathematics arts and science undergraduates in Florida's public institutions was analyzed. Florida's common course code numbering system facilitated this computer analysis. Table Two illustrates that the more advanced categories of discrete and applied mathematics, and upper division courses in statistics and computer science represent a substantially higher percentage of the mathematics coursework taken by mathematics arts and science majors. Basic and remedial mathematics courses, history and foundations of mathematics, geometry, lower division calculus, and business-related mathematics represent a higher proportion of coursework for mathematics education majors. Finally, the distribution of coursework in upper division algebra, upper division pre-calculus and calculus, and lower division computer science is similar for both mathematics education and mathematics arts and science majors. Thus it appears that mathematics education majors and mathematics arts and science majors take qualitatively different kinds of courses in mathematics.

Critics have charged that even in the areas where secondary education and arts and science majors take equivalent coursework, there may be differences within institutions as to course sections which, by design or level of rigor, are taken more frequently by one group. For example, the implication is that MAT 4001 may have multiple course sections and one or more of those sections are identified for education majors. To determine the validity of this argument, department chairpersons of mathematics, biology, and English in the Colleges of Arts and Science at five state universities were asked if there were any special course offerings for education majors in subject matter. Each stated that there is no distinction made at the institution in the sections of specific subject matter courses for education and arts and science majors. An exception to this generalization is evident at the University of West Florida where secondary education programs are housed in the College of Arts and Science. Education methodology courses and special subject matter courses for elementary education majors are offered by the College of Arts and Sciences at this institution.

TABLE TWO

DISTRIBUTION OF MATHEMATICS SUBJECT MATTER COURSEWORK TAKEN BY MATHEMATICS EDUCATION UNDERGRADUATES AND MATHEMATICS ARTS AND SCIENCE UNDERGRADUATES IN FLORIDA'S PUBLIC INSTITUTIONS, JUNE 1981 THROUGH AUGUST 1983

Mathematics Subject Matter	Percentage Distribution of Coursework	
	Math Education Majors (N = 85)	Math Majors (N = 53)
Basic & Remedial		
Lower Division	9.1%	6.3%
Upper Division	0.7	0.0
History & Foundations		
Lower Division	1.4	0.9
Upper Division	3.9	1.6
Technical & Business (Including Accounting & Finance)		
Lower Division	3.3	0.9
Upper Division	1.3	0.7
Geometry		
Lower Division	0.0	0.0
Upper Division	7.8	0.7
Algebra		
Lower Division	3.1	1.6
Upper Division	15.7	16.1
Pre-Calculus & Calculus (Including Trigonometry)		
Lower Division	14.3	7.4
Upper Division	16.7	17.3
Discrete & Applied (Advanced Coursework)		
Lower Division	0.0	0.0
Upper Division	0.2	12.3
Computer Science		
Lower Division	3.0	1.8
Upper Division	10.1	19.9
Statistics		
Lower Division	0.8	1.1
Upper Division	8.6	11.4

Grade Point Averages

A comparison of the grade point averages of arts and science majors with the grade point averages of education majors (Figure 5) shows that, in all cases, arts and science majors held higher grade point averages in subject matter than did education majors. Also, the cumulative grade point averages of the 282 secondary education transcripts analyzed were 3.5 in education coursework and 2.9 in subject matter coursework. Thus, the belief that the grading practices in Colleges of Education vary from those of subject matter disciplines is supported by this study.

Elementary Education

Elementary education transcripts were analyzed for the number of semester hours in education and also for the number of mathematics, science, English and social studies upper and lower division semester hours taken by elementary education majors in their junior and senior years.

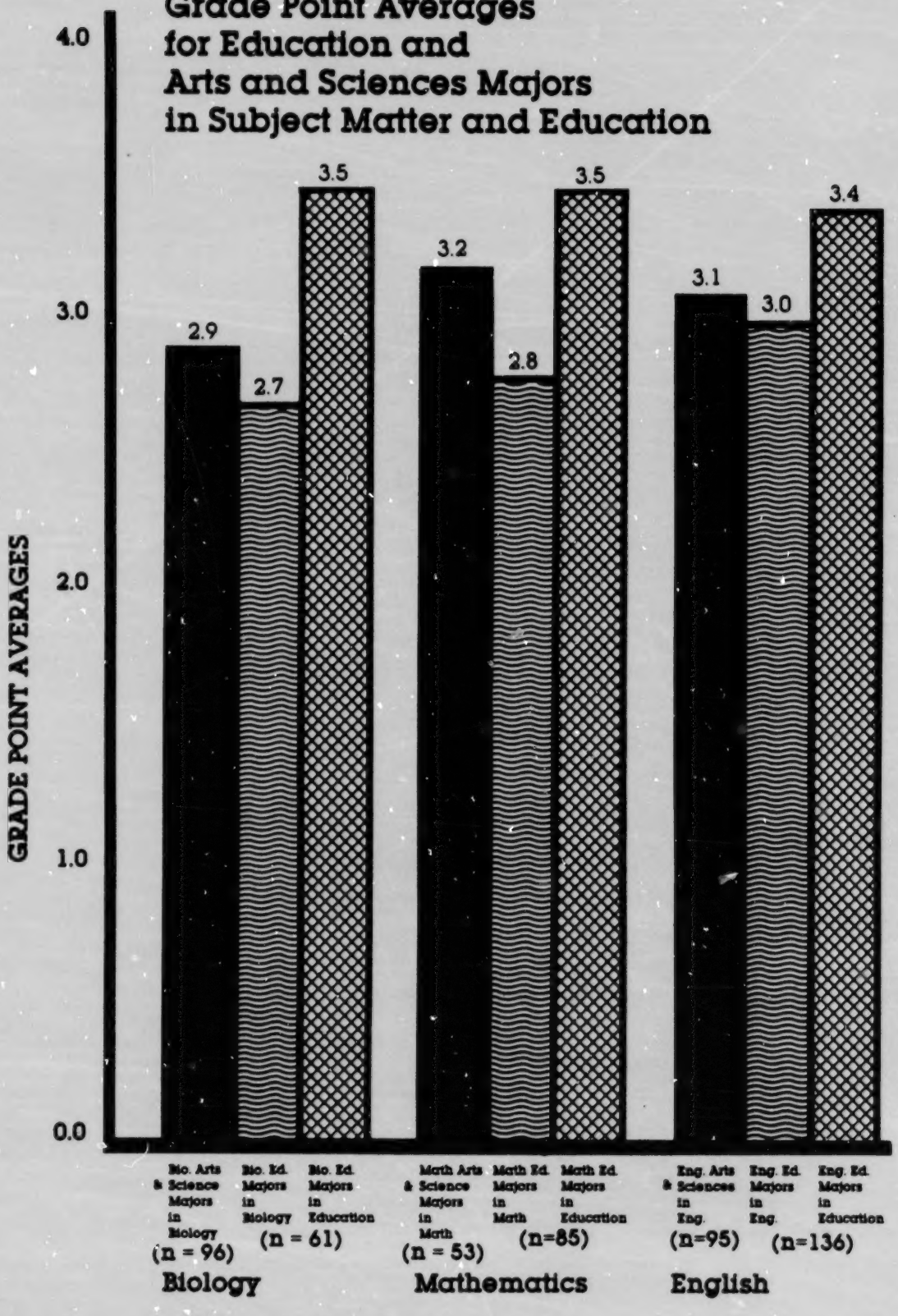
Each of the sixteen institutions was involved in the elementary education section of the transcript study for which 231 transcripts were analyzed. The aggregated findings are included in Table Three. Institutional comparisons are included in Appendix B.

TABLE THREE

AVERAGE NUMBER OF SEMESTER HOURS TAKEN BY 231 JUNIOR AND SENIOR ELEMENTARY EDUCATION MAJORS IN THEIR JUNIOR AND SENIOR YEARS IN 16 STATE-APPROVED TEACHER EDUCATION PROGRAMS (JUNE 1981 THRU AUGUST 1983)

SUBJECT MATTER	NUMBER OF HOURS
Education	63.74
Mathematics	
Lower Division	.83
Upper Division	.20
Science	
Lower Division	.84
Upper Division	.00
English	
Lower Division	.77
Upper Division	.88
Social Studies	
Lower Division	.92
Upper Division	.31

Figure 5


Grade Point Averages
for Education and
Arts and Sciences Majors
in Subject Matter and Education
GRADE POINT AVERAGES
4.0
3.0
2.0
1.0
0.0
2.9
2.7
3.5
3.2
2.8
3.5
3.1
3.0
3.4
Bio. Arts & Science Majors in Biology
Bio. Ed. Majors in Biology
Bio. Ed. Majors in Education
Math Arts & Science Majors in Math
Math Ed. Majors in Math
Math Ed. Majors in Education
Eng. Arts & Sciences in Eng.
Eng. Ed. Majors in Eng.
Eng. Ed. Majors in Education
(n = 96)
(n = 61)
(n = 53)
(n=85)
(n=95)
(n=136)
Biology
Mathematics
English
Arts and Sciences Majors in Subject Matter
Education Majors in Subject Matter
Education Majors in Education

An analysis of transcripts for elementary education majors substantiates the claim that these majors take virtually all their coursework in their junior and senior years in the College of Education. The average number of semester hours in education at the 16 institutions was 64, with a range of 54 to 72 semester hours. State certification rules require 41 semester hours in education. On the average, less than one semester hour of subject matter coursework in the four major disciplines of mathematics, science, English and social studies was identified on these transcripts. It should be noted that courses such as "Mathematics Methods for Elementary Teachers" and "Teaching Science in Elementary School", and other courses with education prefixes including MAE (Mathematics Education), SCE (Science Education), and SSE (Social Studies Education) were categorized as education courses. Thus, education methodology courses on the teaching of science, mathematics, English, and social studies in the Colleges of Education appear to provide the only subject matter exposure for prospective elementary teachers beyond general education requirements. Furthermore, this lack of subject matter exposure appears to be an institutional restriction due to excessive education courses and not one prescribed by state certification requirements.

Principal Survey

A telephone survey to 100 public school principals in Florida was conducted during September 1983 to determine the involvement of College of Education faculty in public schools over the past three years. Principals were asked to rate the service their schools have received from College of Education faculty at state institutions and provide recommendations for improvements. The survey instrument and a detailed analysis of the results of this survey are included in Appendix C. A brief discussion of the results is provided below.

Five school districts in counties which have state universities and five districts remote from state universities were chosen for study. After the school districts were selected, a random number table was utilized to select the 100 schools. Seventy elementary schools and thirty secondary schools were selected. The number of schools surveyed in each district is listed in parenthesis after the school district below:

School District w/Universities		State Universities
Alachua	(9)	University of Florida
Escambia	(8)	University of West Florida
Orange	(14)	University of Central Florida
Duval	(23)	University of North Florida
Palm Beach	(19)	Florida Atlantic University
Remote School Districts		Closest State University
Monroe	(3)	Florida International University
Citrus	(4)	UF/USF
Lee	(11)	USF (Branch Campus in District)
Okaloosa	(7)	UWF (Branch Campus in District)
Madison	(2)	FSU/FAMU

Quality of Service Provided

In response to a general question regarding the service provided to their schools, most principals stated that they were satisfied with the service

provided by College of Education faculty. Eighty-four percent of the principals reported that the service was at least average, 37 percent said this service was above average and 14 percent said the service was excellent. Only 10 percent of the principals reported the quality of service was below average (5%) or poor (5%). Six percent of the principals noted that College of Education faculty had not provided service to their respective schools in the past 3 years.

No significant difference was noted in the rating of service by secondary and elementary principals or by distance between the school and closest state institution. Comparisons among individual school districts, however, revealed variances. All of the principals interviewed in Alachua County said the service provided was at least average, and 78 percent of the principals in this district said the service was above average or excellent. In comparison, thirty-six percent of the principals interviewed in Orange County reported either no service was provided to their schools over the past three years by College of Education faculty, or the service provided was below average.

Inservice and Teacher Education Center Activities

Nearly all (84%) of the principals reported that inservice activities had been conducted for their staff either frequently or occasionally over the past three years. Slightly more activity was reported by elementary principals (90%) than by secondary principals (81%). Geographic proximity to a state university did not appear to be a factor in the frequency of such service. When the data were analyzed by individual school districts, significant differences were noted. All principals in Alachua and Escambia counties said that these inservice activities were conducted either frequently or occasionally. But, 36 percent of the principals in Orange County and 80 percent of the principals in Duval County said these inservice activities had never been conducted by their faculty over the past three years. A further analysis of this variation is provided in Appendix C.

Supervising Student Teachers

Most (74%) of the principals stated that their schools have hosted student teachers over the past three years. Elementary and secondary school principals noted the participation of student teachers with similar frequency. Geographic proximity was an obvious factor; 89 percent of the schools 50 miles or less from a state institution said they supervised student teachers, while only 54 percent of the schools greater than 50 miles from a state institution said they had supervised one or more student teachers over the past three years.

Supervising Clinical and Early Field Students

Forty-one percent of the principals reported that their schools have supervised college students before the student teaching experience. Fifty-nine percent of the schools within ten miles of a state university reported these students in their schools; as expected, however, as the distance from a state university increases, fewer schools reported participation by students in clinical and early field experiences. This percent also varied significantly among districts.

Involvement in Beginning Teacher Support Teams

Only 16 percent of the principals said that Colleges of Education faculty had been involved as part of Beginning Teacher Support Teams and had observed new teachers to gather data for preservice program improvement. Schools within ten miles of a College of Education showed a slightly higher percentage (23%) of faculty involvement. Ninety-six percent of the principals interviewed in Duval County said that the University of North Florida faculty had not been involved in the Beginning Teacher Program.

Technical Assistance

Sixty-one percent of the principals said they had requested technical assistance from College of Education faculty during the past three years. These requests were greatest (73%) for schools within 10 miles of a state university. Unexpectedly, schools further than 75 miles from a College of Education requested assistance more often than schools between 11 and 50 miles from a state university. Sixty-four percent of the schools in Orange County and fifty-two percent of the schools in Duval County requested no such assistance during the past three years.

Research

Sixty-eight percent of the principals reported that research had not been conducted at their school over the past three years. Of the schools in which research had been done, principals reported that most research was conducted in the classroom. Results of the research was received by the schools only 60 percent of the time, and when the principals received the results of this research, only 50 percent said that the findings were useful and utilized.

Observations of Certified Teachers

Most principals (68%) stated that their teachers had not been observed by College of Education faculty during the past three years. Very few (8%) said that such observations, when they did occur, were frequent. The Universities of Florida, West Florida and North Florida faculty appear to engage in such classroom activity more frequently than the other institutions examined. Sixty-six percent of the principals in Alachua County, 44 percent in Duval County and 37 percent in Escambia County reported that observations of teachers occurred either occasionally or frequently.

General Comments

The frequency of involvement of College of Education faculty varied depending primarily upon the nature of the activity, school district being surveyed, and approximate distance to the closest state institution. Teacher Education Center and inservice activities which are supported by state funding to Colleges of Education were most frequent with 84 percent of the principals indicating such inservice activities occurred frequently or occasionally. Similarly, the required activity of student teaching occurred in 74 percent of the schools. Non-required activities such as conducting research, observing certified teachers and supervision clinical or early field students occurred in 40 percent or less of the sample. Faculty were involved in the Beginning Teacher Program Support Team in only 16 percent of the sample.

College of Education faculty are considered to be appropriate consultants to public schools. Over half of the sample of principals (61%) had called on College of Education faculty over the past three years to provide technical assistance to their schools.

Principals reported few barriers or limitations to College of Education faculty working in public schools. Nearly two-thirds of the sample said there were none. More than one-third of the principals said College of Education faculty should be in public schools more frequently. Other recommendations for improvements in the relationship between Colleges of Education and public schools frequently cited by principals included:

- Additional clinical and field training for prospective teachers should be provided by College of Education faculty in public schools.

- Communication must be improved between Colleges of Education and public schools.

- College of Education faculty should become more involved in the Beginning Teacher Program so that improvements can be made in preservice teacher education programs.

Teacher Surveys

FTP-NEA and FEA United surveyed a sample of their respective memberships as to the activities of College of Education faculty and teacher perceptions of the role of Colleges of Education in state institutions. Neither survey was intended to be an evaluation of the quality of preservice teacher education programs nor a follow-up of graduates of Florida teacher education programs; rather, they were constructed to provide information on the services currently accorded classroom teachers by College of Education faculty. A copy of each survey is included in Appendix D.

Approximately 300 surveys were disseminated by each union. FTP-NEA mailed surveys to selected district representatives for distribution in eight school districts. One hundred and thirty-two (132) responses were obtained from FTP-NEA with Orange County teachers representing 41 percent of the respondents; Volusia County, 23 percent; Escambia County, 17 percent; and Jackson County, 10 percent. Other districts surveyed and representing less than five percent each were Flagler, Franklin, Lee and Seminole.

FEA United surveyed the delegates to their October 1983 statewide convention. One hundred and twelve (112) questionnaires were completed. School districts with the largest representation of teachers at this convention were Dade, Duval, Alachua, Lake and Pasco.

Most of the teachers who completed surveys were experienced; 65 percent of FEA United and 55 percent of FTP-NEA respondents reported 10 years or more of teaching experience in Florida. Approximately 45 percent of the respondents were elementary teachers and 50 percent secondary teachers. Sixty percent of the respondents lived less than 25 miles from a state university.

Most respondents (83% - FEA United; 74% - FTP-NEA) stated they have had contact with College of Education faculty through inservice or Teacher Education Center

activities. Approximately 45 percent of the respondents on both surveys indicated that College of Education faculty contact had been through participation in a university credit course. Only six percent of the FTP-NEA respondents and four percent of FEA United teachers reported that they had never had contact with College of Education faculty since they began teaching.

When asked if College of Education faculty had ever conducted research in their classrooms, 82 percent of FEA United teachers and 80 percent of the FTP-NEA teachers indicated they had not. Of those who responded affirmatively, less than five percent indicated that the research was useful to them as a classroom teacher.

Both unions asked teachers to comment on the current role of Florida's Colleges as it relates to public schools and what that role should be. Several teachers did not respond to this open-ended question. Of those who responded, there was little differentiation between "what is the role" and "what it should be." Approximately 25 percent of the respondents stated that faculty should be actively involved in public schools and should provide relevant training to classroom teachers. Thirteen percent recommended that evaluative information should be obtained from teachers.

Finally, teachers were asked to identify one change they would make in Florida's Colleges of Education. Thirty-eight percent of the teachers suggested that education courses be more practical. Approximately 10 percent of the teachers stated that more direct communication between College of Education faculty and public schools was essential. Six percent of the FTP-NEA respondents indicated that College of Education faculty should teach in public schools periodically and that better training of secondary teachers in subject matter is needed. Eight percent of the FEA United respondents recommended that colleges should train teachers in subject matter and experienced teachers should provide the professional training for novice teachers.

On-Site Visits to Colleges of Education

Commission members and staff visited each of the nine public Colleges of Education and four independent Schools/Departments/Colleges of Education in October and November 1983. A schedule of these visits is included in Appendix E. Meetings were held with deans, program chairpersons, and faculty. The four laboratory schools were also visited. Questionnaires were developed to structure the interview and to serve as a guide to ensure consistency and compatibility in the questions asked and information solicited during each visit. Copies of the interview forms are also included in Appendix E.

Enrollments in Colleges of Education throughout the nation have declined significantly in the past ten years and Florida's institutions have not been immune to this trend. Several deans indicated that the size of their faculty had decreased; however, overstaffing as a result of enrollment declines was a major concern in many Colleges of Education and faculty terminations continue to be unfilled. At two institutions, the decline in student enrollment in secondary education had subsided and a gradual increase in the Fall 1983 enrollment was identified.

Eight major issues were addressed during the on-site visits. A brief summary and analysis of the comments made on each issue follows.

Recent Changes in Colleges of Education

Most institutions cited changes and innovations which had or are being made in teacher education programs and policies. For example, at the University of Florida, the PROTEACH program will begin in the Fall of 1984. This five-year teacher education program will culminate in a master's degree. Secondary teachers will obtain a degree in their teaching field outside the College of Education; while elementary teachers will be required to have additional coursework in one or more fields of academic specialization. The general education base for all teachers will be broadened. Four year teacher education programs will be terminated at the University of Florida.

The Suncoast Area Teacher Training Program (SCATT) at the University of South Florida is a nationally renowned effort designed to attract high quality students to the teaching profession. SCATT was developed as a collaborative model with several school districts to keep talented preservice students committed to teaching through participation in challenging activities with trained school district and university personnel. Students must have an SAT score of 1000 or ACT of 21 to be eligible for this honors program. SCATT helps prospective employers identify preservice teachers who have demonstrated a high level of academic achievement, ability and commitment to teaching.

The University of Miami's College of Education is currently undertaking major reform. At this institution, all prospective secondary teachers will be required to major and minor in an area of academic specialization outside the College of Education; prospective elementary teachers will also have an arts and science major and minor in education. Undergraduate programs with a major in education will be terminated. Small private colleges and universities which house departments or schools of education have generally required secondary education students to take their coursework as majors in the College of Arts and Sciences and complete the necessary state certification coursework in the school of education as a minor. The University of Miami's reform efforts will augment the liberal studies component by requiring both a arts and science major and minor for prospective secondary teachers.

Florida International University's College of Education has implemented an urban education program which was planned cooperatively between the university, Dade County School Board, and the teacher union. This program is described as an effort to prepare teachers to function more effectively in the urban school setting and focuses specifically on the unique characteristics of the urban environment, school, students and teachers. Graduate credit at the university is awarded to teachers who successfully complete the program.

The deans of the Colleges of Arts and Science and Education at Florida State University recently appointed a joint committee to design an innovative program for the preparation of high school science teachers in a manner attractive to new students and sufficiently rigorous to qualify them as outstanding science teachers. A substantial reduction in the number of education hours has been recommended by the committee and an Office of Science Teaching has been established in the College of Arts and Science.

At the public hearing, a further change was identified at Florida Atlantic University. The former dean of the College of Social Sciences has been appointed interim dean of the College of Education and a university-wide task

force was created to make recommendations regarding teacher education at this institution.

Service Activities in Public Schools

Most deans and faculty were proud of their contributions to public schools and provided several examples of active involvement. The most frequent form of outreach activity continues to be faculty involvement in legislatively-mandated Teacher Education Center activities. Several deans indicated that over 70 percent of their faculty were involved in Teacher Education Center activities in public schools. This high degree of participation in Teacher Education Center activities in public schools is consistent with the information received from the principal and teacher surveys, and also with the 1983 Teacher Education Center Study conducted by the Education Standards Commission.

Rewards to Faculty for Service to Public Schools

The issue of recognition and reward for university faculty who provide professional service to public schools was paramount to most College of Education faculty. Many faculty reported a lack of recognition for service in salary, promotion and other university reward policies. A disparity between rewards for public school service and more traditional research and teaching activities were noted by administrators and faculty at each of the public universities with the exception of the University of South Florida which reportedly supports faculty involvement in public schools through discretionary salary increases and merit funding.

Extent of Clinical and Field Experiences

The extent of practical experiences in public schools provided to undergraduate teacher education majors varies among institutions. Although each College of Education complied with the state certification requirement for a ten week student teaching experience, little consistency among institutions was noted with regard to public school involvement of prospective teachers prior to student teaching. Some Colleges of Education incorporated a field component into every teacher education course while other institutions limited practical experiences to education methodology courses.

A few deans expressed concern that there are insufficient faculty to supervise such practical experiences. They reported that the extent of clinical and field experiences was limited by the current funding formula to Colleges of Education which financially supports education courses on a "classroom" basis as opposed to a "performance" basis.

At the time of the on-site visits, College of Education personnel at the public institutions were developing or had just completed proposals for utilization of categorical funds appropriated by the 1983 Legislature to improve the clinical component of teacher education programs. Several deans outlined strategies for expanded practical experiences for their students as the result of this appropriation; however, College of Education officials noted changes were also needed in the structure of the funding formula if improvements in clinical experiences were to result in permanent reform.

Faculty Involvement in the Beginning Teacher Program

Most faculty stated they had not been involved in the Beginning Teacher Program since its inception in the Fall of 1982. Certain faculty members said they had contributed to the development of the Performance Measurement System which supports the Beginning Teacher Program, and had trained public school teachers on how to utilize the Performance Measurement System. However, many of these same faculty admitted they had neither observed their graduates as beginning teachers nor participated on a beginning teacher support team. At certain institutions, faculty reported that they had offered to participate in the Beginning Teacher Program, but the school districts had not asked them to do so. A few deans said they did not have sufficient teacher education faculty to justify active involvement in the Beginning Teacher Program.

Information Obtained on Graduates

Annual follow-up studies conducted by eight of the nine public Colleges of Education were reviewed prior to the on-site visits. While on-site, College of Education deans and faculty responded to questions concerning the information which they gather on the performance of their graduates. Most deans stated that they had examined the performance of their students on the Florida Teacher Certification Examination. Several noted that the performance of graduates in the Beginning Teacher Program provides an opportunity for evaluative information to be used by Colleges of Education for program improvement. However, formal mechanisms have not been established between school districts and individual Colleges of Education to provide this meaningful information to teacher educators. Few deans or faculty members cited specific improvements made in their teacher education programs as the result of information on graduates.

Relationship Between Colleges of Education and Laboratory Schools

Florida has four laboratory schools: University High School at Florida A&M University, the Development Research School at Florida State University, P. K. Yonge Laboratory School at the University of Florida, and the Henderson School at Florida Atlantic University. Each of these laboratory schools was visited for this study. Administrators at each school reported that the student population was heterogeneous, demographically representative of the local school district, and that preferential consideration was not granted to individuals because of university affiliation or parental status within the community.

The variety and quality of research activities initiated by faculty at the P. K. Yonge Laboratory School were especially commendable. Although laboratory school faculty at three of the four schools appear to be actively involved in conducting research and disseminating their findings to public schools, the utilization of the campus laboratory schools by College of Education faculty for conducting research or training prospective teachers was minimal. In fact, faculty in the Department of Psychology conducted research at each laboratory school to a greater extent than College of Education faculty. Lab school personnel recommended improved communication and cooperation between the Colleges of Education and their respective laboratory schools. Such collaborative planning has been initiated recently at Florida State University under the leadership of the new College of Education dean. This study found no significant differences in the four laboratory schools from the detailed investigation conducted by the Department of Education in 1976, and no

compelling reason to alter the number or essential structure of laboratory schools in Florida.

Research Activities of Faculty

Descriptions of the research activities of College of Education faculty which directly affect public schools were received from each public institution prior to the on-site visits. While on campus, selected faculty were asked to further describe certain research activities or to clarify the research product the Commission had received. The research activities of faculty will be addressed in the two remaining sections of this chapter.

Survey to Selected School District Directors of Research

Under school board policy in many school districts, requests for research activities in individual schools must be approved first at the school district office. A survey was developed to solicit information from the district official who solicits and processes research requests on the quantity and quality of College of Education research activities.

Appendix F contains the survey instrument and the complete tabulation of the data received. Most directors of research acknowledged that some research activities may occur at the school and classroom level without the knowledge or approval of the school board, but building level administrators generally adhere to the school board policy of screening research requests at the district office.

The survey sample was limited to school districts which house state universities. Obviously, research activities occur in adjacent and remote school districts as well. The results of other surveys indicate that the quantity of research conducted in adjacent and remote districts is less than that reported in these strategic school districts. The eight school districts and respective state institutions included in the survey were:

Alachua	-	University of Florida
Leon	-	Florida State University Florida A&M University
Palm Beach	-	Florida Atlantic University
Duval	-	University of North Florida
Dade	-	Florida International University
Orange	-	University of Central Florida
Hillsborough	-	University of South Florida
*Escambia	-	University of West Florida

*Did not return survey

The results of this survey are outlined in Table Four. The following conclusions were drawn:

- Of the total number of research requests received by each school district per year, less than 15 percent come from College of Education faculty with the notable exception of Alachua County where 95 percent of the research requests received by the school district were made by the College of Education at the University of Florida.

- The highest levels of College of Education faculty research activity were reported in school districts which house two of the three state universities that offer advanced graduate programs in education (UF, FSU). District research directors reported that approximately 90 percent of the research requests at these two institutions are in conjunction with doctoral/masters students. (USF did not seem to follow this trend.)

- In Alachua and Leon school districts where a large number of research requests are received from College of Education faculty, it was reported that a few faculty members consistently conduct most of the research. For example, of the 190 research requests per year in Alachua County, only 25 faculty reportedly submitted these requests.

- Little variation was reported in the quality and usefulness of the research conducted over the past three years. The district directors of research rated both quality and usefulness as average.

- District research directors stated that the results, findings, and reports of research rarely are received by the school/district once the research has been concluded. For example, only one percent of the research results was received by Alachua County.

TABLE FOUR

ANNUAL REQUESTS FOR RESEARCH SUBMITTED TO SELECTED SCHOOL DISTRICTS BY PUBLIC COLLEGES OF EDUCATION

SCHOOL DISTRICT	TOTAL NUMBER OF REQUESTS RECEIVED	UNIVERSITY SUBMITTING REQUESTS	REQUESTS SUBMITTED BY COLLEGE OF EDUCATION FACULTY		APPROXIMATE NUMBER OF COLLEGE OF EDUCATION FACULTY SUBMITTING REQUESTS
			Number	Percent of Total	
Alachua	200	UF	190	95%	25
Dade	80	FIU	10	13	5-10
Duval	100	UNF	1	1	1
Hillsborough	70	USF	7	10	5
Leon	250	FAMU	1	*	1
	*	FSU	40	*	9
Orange	40	UCF	4	10	3
Palm Beach	20	FAU	1	5	1

*Breakdown between institutions not reported.

Research Activities of Colleges of Education Faculty in State Universities

In September 1983, the deans of each of the nine public Colleges of Education in Florida were asked to provide the Commission with a listing of the sponsored and non-sponsored research activities in which College of Education faculty have engaged during the past two years that clearly affect public schools. They were also asked to provide a brief description of each relevant research effort; whether or not the research was conducted in a public setting; and how the research findings were disseminated and utilized for the improvement of K-12 education.

Dr. Barak Rosenshine, a professor in educational research at the University of Illinois, conducted a content analysis of the research descriptions received from these nine state institutions. His complete report to the Commission is contained in Appendix G.

Dr. Rosenshine noted that the descriptions of the research activities were difficult to synthesize since the responses from the colleges varied significantly. Most institutions provided a title of the research rather than a brief description as requested; only a few mentioned how the findings were disseminated for the improvement of public school education. Also, entire departments within some colleges did not respond to the survey and thus the results may underestimate the amount of research which has been done. Some institutions included doctoral and masters theses; others did not. Therefore, the data cannot be used to compare colleges or departments within colleges. The data are useful, however, in assessing the types and subjects of research being conducted and its potential usefulness for improving K-12 education.

Research was classified into seven types of activities: correlation, correlation in a classroom, classroom experiments, test or survey development, evaluation, literature review, and survey and assessment. The number of faculty engaged in research at each institution was classified by these research types. Very few correlational and experimental studies were reported; the majority of the research endeavors appear to be of a survey or assessment nature. The consultant further analyzed the research reported by categories such as elementary, junior high, high school, and subject matter. (See Appendix G). More research was reported in elementary grades than in junior or senior high school, and more research was reported in language arts than in science, mathematics, or foreign language. More research was reported in special education than in any other category.

Dr. Rosenshine concludes that the nature of the problem is not the need for more research, but how to disseminate and use valuable research in the classroom. He suggests that long term in-service programs be developed to disseminate the products of research and change teacher behavior accordingly. Evaluative information must be provided to the classroom teacher, and observation, follow-up, and assessment over time are critical. Dr. Rosenshine's findings are consistent with the information from teachers and principals which reported the lack of effective dissemination and implementation of research findings.

ISSUES AND RECOMMENDATIONS

I. Alternate Route for Certification in Secondary Education

Large numbers of highly qualified and academically talented college graduates are not being attracted to teacher education programs due to certification requirements which mandate education coursework. To broaden and increase the supply of secondary teachers well-versed in subject matter, particularly in areas of critical shortage, an alternate route to certification in secondary education is proposed. This alternate certification will provide an experimental program to attract arts and science graduates to teach in secondary schools.

Literature which claims that theoretical educational coursework in foundations, educational psychology, and teaching methods make a difference in one's ability to teach cite a very limited amount of empirical research. While Beery (1960) and Copley (1975) showed significant differences in teaching effectiveness between teachers with liberal arts degrees (and little or no education training) and teachers who were trained in Colleges of Education, Popham (1971) and Bausell and Moody (1973) concluded that coursework in education had an insignificant effect on effective teaching performance. In other words, the professional literature which exists is inconsistent as to the relationship between education courses and effective teaching. No studies were found which correlate the number of hours of coursework in Colleges of Education and effective teaching. David Berliner, an educational researcher at the University of Arizona recently said, "There is zero correlation between the research on effective teaching and teacher education programs" (Feistritzer, 1984).

Research, however, does indicate that practical training such as internships, field experiences, and student teaching is related to professional success. Through these experiences, prospective teachers develop and apply pedagogical skills in an educational setting. Practical experience must be incorporated into any alternate certification process proposed by the State.

The primary purpose of teacher certification is to protect the public from unqualified teachers. Minimum qualifications such as ability to pass the Teacher Certification Examination or to succeed in the Beginning Teacher Program, were designed to protect children in the State of Florida from prospective teachers who do not possess requisite skills and knowledge. Florida's current teacher certification requirements are inconsistent. If an arts and science graduate can pass a valid Teacher Certification Examination including a subject matter component, and succeed in the Beginning Teacher Program, then twenty semester hours of pedagogical coursework required under current state certification regulations may be an unnecessary barrier. This conclusion is further substantiated by the lack of empirical evidence that these education courses make a difference in one's ability to teach.

An alternative certification route for secondary education is being suggested at a time when Florida is importing seventy percent of its teachers from out of state. The additional high school graduation requirements in mathematics, English, science, foreign language and other subjects will require more teachers in these areas. It is estimated that this demand will increase the percentage of non-Florida trained teachers needed on an annual basis to 75 percent.

Florida's 26 state-approved teacher education programs are not producing the majority of the secondary school teachers needed by the State.

The results of the participation of 16 of the largest teacher education programs in the Commission's transcript study illustrate the severity of this problem. The transcripts of all mathematics, biology, and English education graduates since June 1981 were requested from these 16 institutions. Only 89 transcripts were available in mathematics education, 74 in biology education and 144 in English education over a three year graduation period. In the 1980-81 year alone, the numbers of vacancies reported by Florida school districts in mathematics, biology and English were 708, 673, and 963. The number of teachers needed in these subjects will increase significantly because of the new high school graduation requirements. Therefore, the shortage of prospective teachers is critical in certain subject areas. However, in these same areas, many arts and science graduates are effectively discouraged from entering the teaching profession because they have not taken or do not wish to take the education courses required by certification standards.

Some states are beginning to modify certification regulations to permit arts and science graduates to become certified teachers. (Appendix H contains news clippings on current national and state trends on alternate certification.) Virginia, Louisiana and Georgia have proposed more flexible certification requirements for liberal arts majors. In September 1983, the Governor and the Education Commissioner in New Jersey presented a proposal to the State Board which enables arts and science graduates to become certified teachers without education course requirements. Candidates must pass a standardized subject matter test and successfully complete a year of probationary teaching. Since the approach being considered in New Jersey requires a rigorous performance assessment, efforts are currently underway to design a measurement process for evaluating teaching ability.

Florida has a noted advantage over several other states in considering use of this alternate certification route in that a Performance Measurement System has been developed and implemented as part of Florida's Beginning Teacher Program. This system provides standardized procedures for conducting observation and performance evaluation of beginning teachers. The Performance Measurement System incorporates knowledge derived from empirical research on effective teaching into categories of teaching behavior for standardized evaluation. Administrators, peer teachers, and other educators in school districts throughout Florida have been provided extensive training over the past two years utilizing the instruments designed for the evaluation of a beginning teacher. These same instruments could be used to evaluate arts and science candidates for a teaching certificate in a support and training program differing only slightly from Florida's Beginning Teacher Program. Potential performance weaknesses during the supervised period could be overcome by staff development activities, individual teaming with a master teacher, consultation with a university faculty member, or through education coursework. Self-instructional learning packets, which are currently under development to help teachers acquire or improve specific teaching skills as a part of Florida's Beginning Teacher Program, could also be used by arts and science prospective teachers enrolled in the program to improve professional skills.

The evaluation instruments of the Beginning Teacher Program's Performance Measurement System provide a mechanism for gathering evaluative data on both

teacher education program graduates and arts and science graduates. This system contains carefully designed and monitored evaluation procedures to be utilized by trained observers. Thus, the experimental design inherent in the Commission's recommendation can be easily implemented and help to validate or modify various aspects of teacher training programs.

The preschool period immediately prior to the start of the school year could be used for an intensive training program for the arts and science graduates. As such, special training in the teaching competencies of classroom management techniques and student evaluation methods could be provided prior to the beginning of classes. Maximum flexibility should be accorded to school districts in designing and implementing these training programs. School districts which employ only a few arts and science graduates may choose to train these new teachers informally through an effective partnership with a master teacher during the preschool session. Other districts may choose to facilitate such training with the involvement of College of Education faculty in addition to master teachers in a more formal training program. The preschool training session and supervised beginning teacher program recommended in this alternative certification plan would provide an initial support and training mechanism currently unavailable for arts and science graduates who enter the teaching profession and who have not taken any professional education courses prior to receiving their degree. Under the provisions of SBE Rule 6A-4.04(3), arts and science graduates can now obtain a temporary certificate and teach in Florida schools for three years with a requirement to take six semester hours of coursework in education per year. In general, holders of the temporary certificate do not take the required education coursework until the summer following their first year of employment.

During the on-site visits conducted by the Commission members and staff to thirteen Colleges of Education in October and November 1983, College of Education administrators and faculty were asked their opinion on an alternate certification process for secondary education majors. Comments were mixed. Some deans are concerned that such a program would further decrease secondary education enrollments in Colleges of Education; others are convinced the alternate program would be deleted after the experimental period of six years due to ineffective teachers and thus substantiate the claim that courses in education and education methodology augment teacher effectiveness. Other educators, noting similarities to the MAT program developed by the Ford Foundation during the 1950's to recruit arts and science graduates into teaching, recognize the need for and validity of this concept, especially during a period of critical teacher shortage. Some school district personnel commented that an alternate certification process is congruent with recent measures to accentuate the role of the classroom teacher as a teacher educator or master teacher.

Phone calls were made recently to selected directors of private secondary schools in Florida to determine whether arts and science graduates are hired to teach in these schools. Most directors stated that they hire teachers who are arts and science graduates and that these individuals can and do make effective secondary school teachers. The Executive Secretary of the Florida Council of Independent Schools (FCIS) which represents 116 private schools in Florida reported that FCIS requires that their teachers have a degree in the subject matter which they will teach but does not require that they be certified by the State. Approximately 60 percent of the secondary school teachers in these

private schools are arts and science graduates and not certified. The average SAT score of students in FCIS schools in 1982-83 was 1000 compared to 887 for all Florida students and 893 for the average SAT score nationally. While the high SAT average in FCIS schools cannot be solely linked to the quality of teachers due to various factors related to the student population in private schools, it is possible to draw the conclusion that these non-certified teachers helped students learn.

At the public hearing on January 18, 1984, three administrators in Colleges of Arts and Science and two vice-presidents for academic affairs in public universities testified that an alternate certification route is needed; arts and science majors have been discouraged from entering the teaching profession because of extensive course requirements in Colleges of Education.

Recommendation:

The State should establish an experimental alternate certification program for secondary education in Fall 1984 aimed at attracting arts and sciences graduates to teach in Florida's secondary schools, particularly in areas of critical shortage. Certification requirements should include:

- A Bachelor's Degree from an accredited college or university. This degree must be in an arts and science discipline with a major directly related to the subject the graduate is hired to teach.

- A passing score on the Florida Teacher Certification Examination, including a subject matter component or an equivalent nationally available subject matter examination.

- Satisfactory completion of a beginning teacher program during the first half of the school year which may be modified and include a reduced teaching load and the guidance of a master teacher and for which the candidate will receive compensation as a beginning teacher.

- Successful completion of Florida's Beginning Teacher Program during the second half of the candidacy year.

Those teachers who complete the above certification requirements should receive a regular certificate to teach in Florida schools.

The Department of Education should develop implementation procedures for submission to the State Board of Education, in accordance with S. 231.546(1)(e), Florida Statutes. Each school district should be encouraged to participate and receive state funding during the first half of the school year for each candidate equivalent to the amount per FTE student currently allocated to Colleges of Education for upper division undergraduate teacher education programs (Approximately $900 per student).

Evaluative data on program participants during a six year period should be compared to similar data for College of Education graduates and arts and science graduates pursuing certification through the provisions of SBE Rule 6A-4.04(3).[1] In addition to evaluation of teacher effectiveness as provided by the Florida Performance Measurement System, the research design should include comparisons of Teacher Certification Examination results, SAT/ACT and CLAST scores, student test scores, and college grade point averages. Data should be collected by the Department of Education for evaluation by the Education Standards Commission. A research report of the effectiveness of the alternate certification process should be submitted by the Department of Education periodically to the State Board of Education commencing in January 1986, and a formal evaluation of the program's impact and value should be submitted in June 1990.

II. Preparation Programs for Elementary Teachers

Although efforts to improve the subject matter content of preparatory programs for secondary teachers have been significant, little has been done to strengthen the preparation of elementary teachers in liberal studies. Effective teachers must possess a knowledge of the subjects to be taught. Without at least a cursory understanding of subject matter, elementary teachers, especially those in the upper elementary grades, may not be fully effective in the classroom. If teachers are not adequately knowledgeable in subject matter, they are likely to be less confident in the classroom and to make factual errors in their teaching. For example, the lack of science course requirements for elementary teachers may partially account for the reported loss of interest, motivation, and scientific knowledge of elementary school children. A lack of subject matter courses in elementary education programs may produce teachers with subject matter deficiencies which may, in turn, be passed on to elementary school students. The demands of our increasingly technological society require that this cycle be broken.

Rarely are subject matter courses taken outside the College of Education by elementary education majors beyond the general education requirements of the freshman and sophomore years. Under the requirements enacted by the 1983 Legislature, secondary education majors will be required to take 30 hours of upper division courses in a field of specialization in the liberal arts. On the other hand, elementary education majors are subject to extensive College of Education course requirements and little room is provided in their programs for subject matter coursework. For example, at Florida International University, the program in elementary education requires a total of between 60-65 semester hours in education, which is the equivalent of at least four semesters of full-time enrollment. In these hours there is not one requirement for coursework aimed at the development of subject matter specialization. Education

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[1] SBE Rule 6A-4.04(3) enables arts and science graduates to obtain a temporary certificate to teach in Florida schools. These graduates are required to complete six semester hours of coursework in education each year for three years to qualify for regular certification.

courses required of elementary education majors include certain aspects of subject matter but only as incidental to the methods of teaching that discipline. Elementary education students at Florida International University are required to take one course in health and physical education for children; three courses in communication skills in the College of Education; and one methods course each in social studies, mathematics, science, evaluation, and art or music in the elementary school.

Florida International University is not unique in requiring this vast array of education courses. The study completed by the Commission of 231 elementary education transcripts representing 16 elementary education programs shows that an average of 64 semester hours (range of 59 semester hours to 72 semester hours) are taken in education by junior and senior elementary education majors. Of the coursework taken outside the College of Education by these 231 undergraduates, an average of only 1 semester hour in mathematics, .84 semester hour in science, 1.5 semester hours in English, and 1.2 semester hours in social studies was identified.

Teacher candidates themselves recognize the lack of subject matter as a problem in their training. Interviews with elementary student interns revealed that they were comfortable with their pedagogical expertise but not with their subject matter preparation, and more courses in subject matter would have been desirable. A strong liberal studies preparation would provide elementary teachers with a broad academic background. The Commission recognizes that an elementary teacher requires more than knowledge of subject matter; the teacher must also be prepared to understand and relate to young children. Evidence abounds, however, that so much emphasis has been placed upon the latter to the extent that knowledge of subject matter has been neglected. The Commission believes this balance must be changed.

The Commission's recommendation is consistent with the Master Plan for Florida Postsecondary Education which states:

> More work in subject areas should be required in preservice programs as well as more emphasis on reading, writing, speaking and mathematics. Certification standards should be strengthened to ensure that all teachers will be able to teach the basic skills, directly and by example, and will have mastery of specific subject areas.

The Commission's recommendation is consistent also with changes already being made within several teacher preparation programs in Florida in which additional coursework in liberal studies will be required for elementary education majors.

Recommendation

Each elementary education major should successfully complete a program of liberal studies in the four general areas of:

- English, including grammar, literature, composition, and speech;
- The physical and life sciences, including at least two laboratory components and a minimum of six semester hours in mathematics;

- Social sciences, in addition to education and education methodology courses; and

- Humanities and the fine arts.

A minimum of 15 semester hours should be required in each of the four areas. The total liberal studies program should be a minimum of 72 semester hours, with at least 12 semester hours in upper division courses.

III. Addition of Subject Matter Experts to State Advisory Board

The Commission supports the action of the 1980 Florida Legislature creating the Education Standards Commission (Section 231.545-546, Florida Statutes) and the Education Practices Commission (Section 231.161, Florida Statutes), and recognizes that each board has devoted substantial efforts to develop and implement standards for the teaching profession. The Commission is concerned that individuals with terminal degrees in academic subject matter are not now included in the membership of the Education Standards Commission, the advisory board to the State Board of Education responsible for formulating policy on teacher certification and other matters relating to teacher education. Although the Commission perceives the wisdom of including a majority of representatives of the teaching profession on the Education Standards Commission, the Commission believes that the membership should be broadened to include persons who are subject matter experts. The presence of such members would bring a point of view which will aid in rebuilding quality and strengthening basic academic skills instruction in our public schools.

Collaborative planning and implementation strategies between Colleges of Education and Colleges of Arts and Science are taking place to some extent at postsecondary institutions. Some of these changes were detailed in Chapter Three. These cooperative efforts were both strengthened and promoted by such recent legislative mandates as the 30 hour subject matter requirement for secondary certification and the nine million dollars appropriated for inservice education summer institutes. The Statute assigns priority for the use of the inservice funds to arts and science professors.

Although such collaboration and cooperation appears to be occurring at several public and private teacher training institutions, it is not being assured at the state level. The Education Standards Commission does not include representation from experts in the arts and science disciplines. According to Statute, four of the 24 members of the Commission are designated as lay citizens and could be considered non-educators. Currently the four citizens include a retired principal, a retired businessman, the former president of the Florida PTA, and a lay member currently taking graduate courses in a College of Education. A few of the twenty educators on the Education Standards Commission hold baccalaureate degrees from colleges other than education; however, not one of the members of this state-level advisory body holds a terminal degree in a subject matter discipline.

Thus the quality control standards in Florida for all aspects of teacher education have been designed by and are under the direction of educators. No representative of any academic field has been involved in the process, despite the fact that academic specialization issues have been and will continue to be

addressed by this advisory body. Although special ad hoc committees have been assembled when specific subject area specialization requirements for certification are considered, these special groups have also been composed of teachers and teacher educators. The Commission believes that objective assessment of teacher education quality control standards will benefit from involvement of subject matter experts. In addition, the Commission believes that state-level boards responsible for developing and implementing standards for the teaching profession in Florida should be sensitive to the multicultural and social concerns which are unique to the State.

Recommendation:

The membership of the Education Standards Commission, as the advisory body to the State Board of Education on matters of standards for the teaching profession, should include at least five persons with terminal degrees in subject matter, including one each from English, mathematics and natural sciences.

IV. Other Improvements in Teacher Certification

The Commission supports the efforts of the Education Standards Commission, last year's Joint Executive and Legislative Task Force for Teacher Education Quality Improvement, and other groups attempting to improve the certification process as the statutes associated with certification sunset. There are presently 96 general teacher certification areas in Florida. These areas were created over the years, due in part to the speciality areas of secondary school curricula (e.g. speech, drama and journalism). Separate categories for junior high school and middle school certification in subject areas may reflect unnecessary proliferation. It may be possible to delete certification areas which are either obsolete or redundant and to collapse specialties into single areas because of recent changes in education programs and philosophy. In fact, with the addition of recent State quality control standards such as the Florida Teacher Certification Examination, Beginning Teacher Program, and thirty hour requirement for secondary education, it may now be possible to condense certification specialization areas into a few general categories and revise the subject matter and education coursework requirements in these areas. The experimental alternate certification program being recommended by the Commission will help to determine the necessary coursework requirements in secondary education.

No system assuring periodic review of current certification requirements exists. A perusal of the dates of the most recent changes in core course requirements indicates that several specialization area requirements have not been examined since the early 1960s. For example, course requirements for elementary education certification have not been reviewed since 1964, and secondary social studies, mathematics, and physics have not been revised since 1960. In addition, the State has not made a concerted effort to involve state professional associations or content experts in the examination of Florida certification requirements in respective subject areas on a systematic basis. The current process has been informal; for example, a professional association such as the Florida Science Teachers Association can recommend changes in specific certification requirements in biology when the association finds it appropriate. This apparent weakness in the operation of the Florida teacher

certification process must be examined and a system and structure established which will assure periodic review of requirements in each specialization area.

Current certification requirements in subject matter for secondary education majors have failed to ensure that Florida's secondary teachers are prepared to meet the challenges involved in engaging youth in intellectual dialogue. For example, to meet the subject specialization requirement in English an individual must either have a baccalaureate degree in English or complete as little as 30 semester hours of coursework. To meet this 30-hour requirement, credit can be given for six hours of freshman English, three hours of speech, and six hours of a foreign language. Thus, it has been possible for individuals seeking certification in English to gain approval by taking only 15 hours of English courses beyond the freshman level. Realizing that this lack of a statewide quality standard was unacceptable and that more rigorous standards must be required in subject matter, the 1983 Legislature enacted the 30 hour, upper division subject matter requirement in the field of specialization for secondary education certification. This new requirement must be implemented by August 1985 and applies equally to in-state and out-of-state candidates for a Florida teaching certificate. The Commission believes that the necessity for this legislative initiative arose partly from the lack of a systematic system for review of certification requirements and a structure which failed to assure adequate involvement of subject matter specialists in formulating certification requirements.

The Commission's transcript analysis indicated that the implementation of the thirty hour requirement will necessitate a significant modification in subject matter requirements at each institution. Secondary education majors in mathematics and biology at the 16 institutions examined are currently taking an average of 22 upper division semester hours in these respective disciplines outside the College of Education. In contrast, arts and science majors in mathematics averaged 36 upper division semester hours in the major area while biology arts and science majors took an average of 40 upper division semester hours in the science discipline.

The Commission endorses a broad interpretation of the "field of specialization" as the state board rules are developed for implementing the 30 hour requirement. For example, in the Commission's transcript study, the "field of specialization" for biology arts and science and education majors included hours in biochemistry and organic chemistry which are required courses for biology majors. Exceptions to the upper division aspect of the requirement also should be permitted for such certification areas as interdisciplinary science or social studies in which 30 hours of upper division coursework may not be an appropriate requirement.

During the on-site visits to Colleges of Education, many deans and program chairpersons voiced support for rigorous subject area course requirements for secondary education, although some are concerned that all of the 30 hours are upper division course requirements. Several deans stated that efforts are underway in collaboration with the Colleges of Arts and Science to examine for compliance institutional course offerings and current program requirements.

Recommendation:

Efforts to modify the certification procedures and structure should include the following:

- An examination of the number of certification areas for possible reduction
- A review of the certification requirements in light of the new State quality control standards
- A timetable which requires systematic review of requirements in each specialization area on a cycle of no more than ten years
- Involvement of College of Arts and Science subject matter consultants in the formulation or revision of specialization certification requirements.

The Commission believes the efforts of the 1983 Legislature to strengthen secondary education certification requirements were warranted. The Commission recommends that no action be taken to repeal or amend this new 30 hour, upper division subject matter requirement for secondary education teachers until the changes have been implemented for a sufficient period to enable a comprehensive evaluation of their impact. The Commission further recommends a broad interpretation of the course requirements in each subject area as the state board rules are developed for implementation of this legislative mandate.

V. Strengthening Florida's Teacher Certification Examination

A quality teacher certification examination must be utilized in Florida as one criterion to ensure that only knowledgeable teachers will be certified, regardless of the source of the teacher's training. The current process of teacher certification involves substantially more rigorous standards for teachers in state-approved teacher training programs than it does for students in non-approved Florida teacher training programs and students who have been trained outside the State of Florida. Students entering state-supported teacher training programs are required to earn a score at the fortieth percentile or higher on either the SAT or ACT, while persons seeking certification from outside the State and Florida students not enrolled in an approved program are exempt from the requirement. The teacher certification examination for all candidates, regardless of the source of their preparation, must be upgraded and made more rigorous. It is the single test guarantee that an applicant teacher possesses the qualifications regarded by the State as minimum to effective performance in the classroom.

Florida currently employs approximately seventy percent of its teachers each year from out-of-state and even larger percentages of "immigrant" teachers are expected in the next few years. Many of the quality controls now in place in Florida do not and will not apply to the majority of Florida's new teaching force. Hence the importance and rigor of a test as a measure of minimum quality assurance is augmented.

All candidates for a Florida teaching certificate must pass the Teacher Certification Examination. At issue is whether the Teacher Certification Examination represents the same level of quality assurance as does a fortieth percentile entry score on the ACT or SAT and the completion of a state-approved program. Available data and testimony given to the 1982 Joint Executive and Legislative Task Force show that the standards are not equivalent. At the University of South Florida, data are available on the Teacher Certification Examination performance for more than 200 students who earned college entrance scores below the fortieth percentile on SAT or ACT. Of those students, more than 72 percent passed all parts of the Teacher Certification Examination on the first attempt. This information confirms the widely held belief that the level of difficulty of the Teacher Certification Examination is lower than the level of difficulty represented by the fortieth percentile college entrance score criterion.

An additional variable in the process of measuring basic competencies is the College Level Academic Skills Test (CLAST) which was administered for the first time in October 1982 to all sophomores in Florida institutions of higher education. A satisfactory score on the CLAST examination will be required for the award of an AA degree and for admission to the upper division in a Florida public university after August 1984. While it may be premature to compare the competencies measured by the CLAST with those of the Teacher Certification Examination, a preliminary judgement suggests that the basic skills competencies measured by CLAST are at a higher level than those measured by the Teacher Certification Examination. Therefore, it may be redundant for prospective teachers to be tested on basic skills competencies by the Teacher Certification Examination two years after the student has mastered the competencies at a higher level as measured by CLAST.

In addition to the perceived lack of rigor, several other concerns with the current teacher examination have been voiced. The examination is structured around the generic competencies developed in the 1970's by the Council on Teacher Education (COTE) and adopted by the State Board of Education in March 1978. Florida is making great advances in the identification of effective teaching performance through research within the development of the Beginning Teacher Program and Performance Measurement System. This knowledge gained through empirical research is not now measured by the professional component of the Teacher Certification Examination. Inspection of the items on the examination reveals that the test is flawed by items answerable solely on the basis of common sense or minimal knowledge.

Nor is the minimum level of competence demanded of curriculum specializations addressed on the Teacher Certification Examination. The Commission is concerned that although great distinctions are made in the training programs for elementary and secondary teachers, both groups take identical teacher certification examinations. Several states are implementing subject matter examinations for certification in secondary education, and specialty components in elementary, early childhood, and exceptional student education. Special subject matter examinations would ensure that teachers of mathematics, science, and other disciplines have the competencies deemed necessary to teach the subject for which they are to be certified. As directed by the 1983 Legislature, the Department of Education is currently conducting a feasibility study of the addition of subject matter and area speciality examinations.

A rigorous, valid, and reliable test will assure minimum knowledge of a classroom teacher. The Florida Teacher Certification Examination lacks this quality. A more rigorous and more inclusive examination is needed to provide a standard which will assure a level of knowledge necessary for effective teaching.

Recommendation:

The Florida Teacher Certification Examination should be revised as follows:

- The basic skills components of the CLAST should be compared to those of the Florida Teacher Certification Examination (reading, writing and mathematics subtests). If the competencies measured by the CLAST are found to be at an equal or higher level, then the CLAST should be substituted for the basic skills component (reading, writing, mathematics subtests) of the Florida Teacher Certification Examination. Candidates who have passed the CLAST or an equivalent measure of basic skills previously should be exempt from the basic skills section of the Florida Teacher Certification Examination.

- As the knowledge of the abilities necessary for effective teaching is expanded through research, the professional education component of the Florida Teacher Certification Examination should be rewritten to include testing as to the possession of such abilities.

- The Florida Teacher Certification Examination should include a separate subject area or grade level component appropriate to the candidate's proposed teaching field (e.g., elementary education, biology, mathematics).

VI. Service and Outreach in Public Schools

Contrary to trends reported in recent national studies that Colleges of Education are detached from and not involved in public schools, Florida's College of Education faculty appear to be actively involved in providing services to public schools. Recent legislation will augment services provided by College of Arts and Science faculty to public schools as well. Recommendations for improvements in these services were provided by principals, teachers, and College of Education personnel as a part of this study. These include more involvement in the Beginning Teacher Program, additional follow-up of graduates and appropriate rewards for service.

The Commission utilized several sources to investigate the relationship between Colleges of Education and public schools. They include a telephone survey of principals, teacher surveys conducted by FTP/NEA and FEA United, on-site visits to thirteen Colleges and Departments of Education, follow-up studies of graduates provided by some institutions, the Education Standards Commission's 1983 Report of Teacher Education Centers, and the Department of Education's 1983 Beginning Teacher Program Evaluation Report. The results of each of these surveys and reports were described previously in Chapters Two and Three.

The Florida Institute of Education was established specifically to foster collaboration among public and private universities, community colleges, and public schools, and may prove a valuable asset in the improvement of service and outreach to public schools. The linking of the Gadsden County School District, Florida A&M University, and Tallahassee Community College in a state-funded demonstration program to improve the system for preparing teachers provides an example of a collaborative outreach endeavor sponsored by this Institute.

A major force limiting such outreach and service is the belief by faculty that service activities are not valued by the University. It is essential that promotion and tenure practices recognize service to public schools. Section 231.609(2), Florida Statutes, specifically states that "all appropriate faculty professional activities and services shall be recognized on the same basis as all other rewards, including salary and promotions, and for allocating faculty time for research, counseling, and all other non-teacher services." The Board of Regents, in a policy statement entitled "Strategies for Policy Improvement for the State University System of Florida (1981), stated that "universities are requested to devise explicit criteria to be used for purposes of advancement and merit, which would be applied to university faculty assigned to outreach and service activities." In spite of this array of policy, teacher education faculty often perceive a disparity between rewards for public school service and more traditional research and teaching activities. Faculty interviews conducted during the on-site visits to Colleges of Education and last year's faculty survey by the Joint Executive and Legislative Task Force for Teacher Education Quality Improvement both provide evidence that the "service" component continues to be undervalued in promotion and tenure decisions.

Colleges of Education should be involved in appropriate aspects of the Beginning Teacher Program. According to principals, teachers, and university faculty, College of Education faculty have not been substantially involved in the Beginning Teacher Program. Only 16 percent of the principals reported that College of Education faculty had served on a beginning teacher support team and less than 10 percent of the faculty said they had done so. Principals reported that they believe Colleges of Education must be more involved in the Beginning Teacher Program. On the other hand, several College of Education faculty said they had offered their services but were not invited by school districts to participate in Beginning Teacher Program efforts. Both Colleges of Education and school districts should establish a working relationship with regard to cooperation in this important program.

A number of benefits stemming from faculty involvement in the Beginning Teacher Program can be identified. First, if faculty are to improve preservice programs, they must be directly involved in gathering observational data regarding the performance of their graduates. Second, if the Performance Measurement System is to be used for preservice teachers as well, then faculty must increase knowledge and skills in utilizing the system in the public school setting. Third, an expected outcome of the Beginning Teacher Program is to increase the involvement of preservice teacher educators in the continuing professional development of teachers. For these benefits to be realized, faculty must be involved closely and substantially involved in the program.

In examining follow-up studies conducted by public Colleges of Education on their graduates in public schools, the Commission noted that most lacked substance and quality. One institution has never conducted a follow-up study of

graduates; only two institutions questioned school administrators about the teaching effectiveness of their graduates. The return rate for the surveys from graduates was very low at most institutions with no attempts being made to increase this rate of return. Few institutions could provide clear evidence on how the results of such follow-up efforts were used to improve teacher education programs.

The Commission supports the development of a systematic plan for gathering evaluative data on the graduates of Florida's teacher education programs and the utilization of this information to improve preservice teacher education programs. This plan should include but not be limited to data on the performance of graduates in the Beginning Teacher Program and on the Teacher Certification Examination.

Recommendation:

Providing relevant service to public schools should be a high priority for university faculty. Efforts to improve the quality of such service should involve the following:

- Universities should appropriately reward faculty service to public schools. The Board of Regents should establish a system for evaluating the quantity and quality of the "service" component and require that each university give adequate weight to this component in promotion, tenure, and other reward measures.

- College of Education faculty should have an integral role in the Beginning Teacher Program. Faculty who are involved in the preservice education of teachers should serve periodically on a school-based Beginning Teacher Support Team.

- Colleges of Education should conduct comprehensive follow-up studies of their graduates teaching in public schools in an effort to improve teacher preparation programs. These studies should incorporate data obtained from recent graduates participating in the Beginning Teacher Program, results on the Florida Teacher Certification Examination and surveys of school administrators on the performance of graduates.

VII. Teacher Education Within Universities

Colleges of Education are unique professional schools in the university which, unlike other schools such as medicine and nursing, are not solely responsible for the education of the future members of the profession. Many secondary education majors take the majority of their courses outside the College of Education in their field of specialization. In addition, several institutions house education programs such as art education, music education and physical education outside the College of Education. It is also possible for a student who wishes to become a biology teacher, for example, to major in biology in the College of Arts and Science and complete the minimal education courses in the College of Education which are necessary to obtain a Florida teaching

certificate. And, if the Commission's first recommendation is implemented, these arts and science graduates may become teachers without College of Education coursework.

Coordination between the several colleges involved in teacher education on most campuses is minimal. Where advisory committees on teacher education involve faculty and administrators throughout the university, such committees usually include minimal representation from the College of Arts and Science. A procedure which facilitates the cooperation and involvement of all colleges involved in teacher training is needed.

Despite consistent financial support for the training of teachers, enrollments in Florida's Colleges of Education have declined steadily. Degrees in teacher education programs in Florida's colleges and universities have decreased 24 percent since 1975. Table Five compares education with other major programs in state universities. As illustrated, more total dollars are spent in education than in business, engineering and social science. Resources have not been shifted out of education into other areas in proportion to the declining enrollments. However, enrollments in education have continued to decline and Florida's postsecondary institutions are now only producing 30 percent of the teachers needed to meet the needs of Florida's school districts. The State must initiate measures to curtail this decline.

Universities have established procedures for coordinating programs which cross college lines. An example is the university dean of general studies who monitors general education requirements for undergraduates throughout the institution. A similar mechanism for teacher education is needed to provide a university perspective and advocate the university-wide mission of teacher education. The university-wide coordination for teacher education should not be restricted by the administration of any college, but should seek collaboration between all deans and colleges involved in the preparation of teachers and also plan cooperatively for outreach services to school districts. As such, the collective resources of the entire university may be utilized in the process of teacher education.

University administrators must take a fresh new look at the quality and quantity of teachers being prepared on their campuses and closely examine such issues as the subject matter content of teacher and administrator training programs, declining enrollments in Colleges of Education, and the redundancy in and volume of education courses. A central advisory and coordination mechanism for teacher education inherent in the Commission's recommendation should facilitate this institutional scrutiny of teacher education.

Recommendation:

Teacher education should be a university-wide responsibility. Each university should acknowledge responsibility for teacher preparation as an important segment of its educational activities, provide for university-wide coordination of teacher education, and set standards for improving the quality of teacher training programs as well as establishing goals for increasing the number of teachers being prepared. The State should establish a policy goal that Florida postsecondary institutions should prepare an increasing proportion of the teachers needed annually to staff Florida schools.

TABLE FIVE

ANALYSIS OF SELECTED DATA
TO COMPARE EDUCATION WITH OTHER MAJOR PROGRAMS

	Education	Business	Engi-neering	Social Science
Enrollment				
Actual Enrollment 1981-82	10,570	14,698	4,578	9,369
Planned Enrollment 1982-83	10,581	15,326	5,253	9,135
Planned Enrollment 1983-84	9,818	15,081	5,592	8,941
Change in Planned Enrollments	(763)	(245)	339	(194)
Planned 83-84 over Actual 81-82	(752)	403	994	(428)
Percent Distribution by Level 81-82				
Lower Division	9.7%	12.1%	6.7%	46.6%
Upper Division	53.6%	78.0%	81.7%	47.5%
Graduate Classroom	34.7%	9.8%	10.0%	5.3%
Thesis/Dissertation	2.0%	.1%	1.6%	.5%
Productivity Measures				
Average Class Size:				
Upper Division	16.7	36.9	29.7	23.1
Graduate Classroom	10.9	15.8	8.4	6.4
Student Credit Hours/Faculty Position:				
Upper Division	198	419	318	260
Graduate Classroom	127	169	84	71
Percent of Credit Hours Taught by Part-time Staff:				
Lower Division	20.5%	37.8%	30.5%	24.6%
Upper Division	13.5%	17.2%	12.7%	10.7%
Graduate Classroom	7.9%	5.9%	5.6%	4.2%
Costs				
Total Expenditures (millions)	$40.1	$39.3	$27.1	$26.2
Expenditure/FTE (all levels)	$3,794	$2,562	$5,160	$2,872
Cost Study - Direct Costs of Instruction only ($ per credit Hr.)				
Lower Division	$26	$19	$30	$11
Upper Division	34	25	39	30
Graduate Classroom	54	48	99	90
Graduate Thesis/Dissertation	101	303	167	225

Source: Senate Appropriations Subcommittee B, April 1983

VIII. Research Activities of College of Education Faculty

Recent studies of Colleges of Education have noted that applied research in a school setting has been limited on several campuses (Judge, 1982). Chancellor Heyman of Berkeley (1982) has stated, "College of Education faculty have retreated from exploring the problems of teaching and school-based research and are doing basic research on campuses that is acceptable to their arts and science colleagues." These studies conclude that even when research appropriate to the needs of public schools is conducted, it is often not disseminated to and utilized by public school personnel.

The Commission's investigation of Colleges of Education examined the function of faculty research as a means to provide improvements in K-12 public education. Each College of Education dean in a state university was asked to provide a comprehensive listing of the research conducted by faculty during the past two years that clearly affects public schools. They were also asked to provide a brief description of how the research findings were disseminated and utilized for the improvement of K-12 education. As described in Chapter Three and Appendix G of this report, Dr. Barak Rosenshine, a nationally recognized authority on educational research, synthesized and analyzed these data. Information on the research activities of Colleges of Education was also provided to the Commission by principals, teachers, and school district directors of research in those districts which house state universities.

Dr. Rosenshine's report and the other above-mentioned investigations lead to the conclusion that efforts must be initiated to improve the quality and utility of the research activities of College of Education faculty. A content analysis of the research conducted by Florida public Colleges of Education during the past two years identified few correlational and experimental studies relating to public schools; the majority of the faculty research endeavors were surveys. Also, a limited number of faculty consistently conducted most of the public school research. Recent research in several content areas, including mathematics, science and foreign language instruction at the secondary level was scarce.

School district personnel reported that the results of research conducted by College of Education faculty in public schools rarely are shared with the district or school. Further, when these research results are disseminated, principals and teachers stated that the research results are rarely incorporated into practice because they are either not useful or not explained to the practitioners. Likewise, few Colleges of Education provided information to the Commission on how the findings of research were disseminated for the improvement of K-12 teaching. Dr. Rosenshine concluded that the nature of the problem is not the need for more research, but how to disseminate and implement relevant research in an effective manner. He states:

> ...One would think there would be a straightforward connection between research and practice. We have an image of a study being reported in a journal or a presentation followed by the teachers implementing the findings in their classroom. In fact, this seldom occurs.
>
> There is no lack of quality research. Over 2,000 research papers, that deal directly with schools, are presented each year at the annual meeting of the American Educational Research Association...For sixteen

> years the Florida Educational Research and Development Council Bulletin has been publishing research and development reports, and for eighteen years the Florida Reading Research Quarterly has been publishing research and reports on reading...Very little of this current research gets into the classroom. The problem of implementing research in classrooms is extremely difficult....

The latest State University System Fact Book (1981-82) reports that the 1981-82 research and service contracts and grants expenditures in education for the state university system were $15.3 million dollars. With the exception of health services, education was identified as the largest contract and grants expenditure for research and service of the 24 disciplines examined. Although most research support comes from the federal government, more than 22 percent of funding for new research and service contracts and grants in 1981-82 was provided by state and local governments. With the volume of state dollars invested for research and service in education, the State should have a mechanism to ensure that the results of relevant research which lead to improvement in K-12 instruction are disseminated and utilized in the classroom.

Recommendation:

The proportion of state-sponsored research funds allocated to Colleges of Education to improve K-12 instruction should be reviewed by the Board of Regents and future allocations should be influenced by evidence of improvement.

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APPENDIX A

Individuals Testifying at Public Hearing

INDIVIDUALS TESTIFYING AT
PUBLIC HEARING

January 18, 1984

Dr. Harry Shaw
Associate Dean of the College of Arts & Science, University of Florida

Dr. David Colburn
Chairman of the History Department, College of Arts & Science,
University of Florida

Dr. Paul Parker
Bureau Chief of the Division of Community Colleges

Tod Taylor
Chairman of the Student Advisory Council, College of Education,
Florida State University

Marty Mitchell
Graduate Student, College of Education, Florida State University

Dr. Yvonne Burkholtz
FEA United

Dr. Carl Backman
Dean of the College of Education, University of West Florida

Dr. Robley Light
Chairman of the Chemistry Department, College of Arts & Science,
Florida State University

Dr. William Merwin
Vice-President of Academic Affairs, University of North Florida

Dr. Andrew Robinson
Dean of the College of Education, University of North Florida

Ruth Holmes
President, FTP/NEA

Dr. Cal Miller
Dean of the College of Education, University of Central Florida

Dr. Garfield Wilson
Director of Teacher Education and Certification, Department of
Education

Dr. Steve Altman
Vice-President of Academic Affairs, Florida International University

Dr. Ken Michaels
Vice-President of Academic Affairs, Florida Atlantic University

APPENDIX B

Tables Related to Transcript Study

AVERAGE SEMESTER HOURS AND GPA IN MATHEMATICS AND EDUCATION FOR MATH EDUCATION UNDERGRADUATES AND MATHEMATICS ARTS AND SCIENCE UNDERGRADUATES
JUNE 1981 THRU AUGUST 1983

	# of Transcripts	Math Lower Division Hours	Math Upper Division Hours	TOTAL (Math Hours)	Related Math Lower Div. Hrs.	Related Math Upper Div. Hrs.	TOTAL Math & Related Hours	TOTAL Education Hours	Grade Point Average (GPA) Math	Grade Point Average (GPA) Education
Math Education Undergraduates	85	12.2	18.8	31.0	3.2	3.4	37.6	37.0	2.8	3.5
Math Arts & Science Undergraduates	53	14.1	25.0	39.1	7.6	11.1	57.8		3.2	

73

72

AVERAGE SEMESTER HOURS AND GPA IN BIOLOGY AND EDUCATION FOR BIOLOGY EDUCATION UNDERGRADUATES AND BIOLOGY ARTS AND SCIENCE UNDERGRADUATES
JUNE 1981 THRU AUGUST 1983

	# of Transcripts	Biology Lower Division Hours	Biology Upper Division Hours	TOTAL (Biology Hours)	Related Biology Lower Div. Hrs.	Related Biology Upper Div. Hrs.	TOTAL Biology & Related Hours	TOTAL Education Hours	Grade Point Average (GPA) Biology	Grade Point Average (GPA) Education
Biology Education Undergraduates	61	18.7	19.2	37.9	13.0	2.3	53.2	31.5	2.7	3.5
Biology Arts & Science Undergraduates	96	18.2	35.9	54.1	17.5	4.0	75.6		2.9	

AVERAGE SEMESTER HOURS AND GPA IN ENGLISH AND EDUCATION FOR ENGLISH EDUCATION UNDERGRADUATES AND ENGLISH ARTS AND SCIENCE UNDERGRADUATES
JUNE 1981 THRU AUGUST 1983

	# of Trans-scripts	English Lower Division Hours	English Upper Division Hours	TOTAL (English Hours)	Related English Lower Div. Hrs.	Related English Upper Div. Hrs.	TOTAL English & Related Hours	TOTAL Education Hours	Grade Point Average (GPA) English	Grade Point Average (GPA) Education
English Education Under-graduates	136	10.6	26.6	37.2	3.8	1.0	42.0	31.0	3.0	3.4
English Arts & Science Under-graduates	95	11.5	29.4	40.9	3.6	1.0	45.9		3.1	

AVERAGE NUMBER OF SEMESTER HOURS TAKEN BY JUNIOR AND SENIOR
ELEMENTARY EDUCATION MAJORS IN 16 STATE-APPROVED
TEACHER EDUCATION PROGRAMS (JUNE 1981 thru AUGUST 1983)

INSTITUTIONS	#	AVERAGE HOURS IN EDUCATION	MATH LOWER DIVISION	MATH UPPER DIVISION	SCIENCE LOWER DIVISION	SCIENCE UPPER DIVISION	ENGLISH LOWER DIVISION	ENGLISH UPPER DIVISION	SOCIAL STUDIES LOWER DIVISION	SOCIAL STUDIES UPPER DIVISION
UF	18	63.21	.37	.14	.85	.00	2.57	2.22	.40	.00
UNF	15	60.94	.00	.48	.00	.00	.00	1.33	.00	.99
USF	15	66.50	.23	1.07	.20	.00	.00	.46	1.84	.00
FSU	15	64.05	.17	.00	.57	.00	.00	.31	.13	.31
FIU	13	61.33	.00	.00	.00	.00	.00	.23	.00	.00
FAMU	8	67.67	1.13	.00	1.63	.00	2.31	.75	1.00	.50
UCF	13	64.60	.58	.46	.84	.00	.92	.20	.20	1.09
UWF	15	65.43	.00	.86	.00	.20	.00	.55	.00	.00
FAU	14	71.64	.92	.28	2.28	.64	1.28	.90	.64	1.05
Barry	15	61.80	.80	.00	.80	.00	1.00	.60	1.00	.00
Flagler	15	59.40	1.20	.00	.20	.00	.20	1.93	.00	.00
Miami	14	70.28	.85	.00	.85	.00	1.57	.21	1.50	.42
Jacksonville	15	54.46	1.40	.20	.46	.00	.00	.00	1.40	.40
Fl. Southern	15	67.57	2.11	.00	1.13	.00	1.00	.00	1.60	.00
Stetson	17	65.29	1.52	.00	1.17	.23	.82	.00	1.64	.52
Bethune - Cookman	14	59.64	2.28	.42	3.21	.00	1.92	2.78	3.64	.00
Avg. Hours 9 Publics	126	64.73	.28	.31	.60	.00	.65	.83	.38	.41
Avg. Hours 7 Privates	105	62.64	1.45	.68	1.10	.00	.91	.76	1.52	.20
Avg. Semester Hrs. - 16 Institutions	231	63.74	.83	.20	.84	.00	.77	.80	.92	.31

APPENDIX C

Principal Survey

Survey Instrument and Analysis

POSTSECONDARY EDUCATION PLANNING COMMISSION

RESULTS
OF
PRINCIPAL'S TELEPHONE SURVEY FOR
COLLEGE OF EDUCATION STUDY

I. INTRODUCTION

A telephone survey to 100 public school principals in Florida was conducted during September 1983. The purpose of this survey was to determine the involvement of College of Education faculty in public schools over the past three years. Input was solicited only with regard to Colleges of Education in state institutions. Principals were asked to rate the service their schools have received from College of Education faculty and provide any recommendations for improvements. The survey is attached to this report.

II. DISTRICTS AND SCHOOLS INVOLVED

Five school districts in counties which have state universities and five districts remote from state universities were chosen. After the school districts were selected, a random number table was utilized to select the 100 schools. Seventy elementary schools and thirty secondary schools were selected. The number of schools surveyed in each district is listed in parentheses after the school district in the table below:

School District w/Universities		State Universities
Alachua	(9)	University of Florida
Escambia	(8)	University of West Florida
Orange	(14)	University of Central Florida
Duval	(23)	University of North Florida
Palm Beach	(19)	Florida Atlantic University
Remote School Districts		**Closest State University**
Monroe	(3)	Florida International University
Citrus	(4)	UF/USF
Lee	(11)	USF (Branch Campus in district)
Okaloosa	(7)	UWF (Branch Campus in district)
Madison	(2)	FSU/FAMU

III. RESULTS

A. TOTAL

(1) Principals' rating of service and outreach activities provided by College of Education faculty

Poor - 5% | Below Average - 5% | Average 33% | Above Average - 37% | Excellent - 14%

N/A - 6%

(2) Extent of Involvement of College of Education Faculty

Activities	Frequently	Occasionally	Never
(a) Inservice or TEC Activities	33%	51%	16%
(b) Supervising Student Teachers	44%	30%	26%
(c) Supervising Clinical or Early Field Experiences	21%	20%	59%
(d) BTP support team	4%	12%	84%
(e) Providing technical assistance at schools request	20%	41%	39%
(f) Conducting Research	6%	26%	68%
(g) Observing a certified teacher	8%	24%	68%

(3) Of the 32 respondents who indicated that research had been conducted either frequently (6) or occasionally (26), the following was asked:

a. Was research conducted in the classroom? 30 YES
2 NO

b. If YES, did the school receive the results?

20 respondents indicated YES.
11 respondents indicated NO.
1 respondent stated research was still being conducted.

c. In all 20 of the cases where the research results were received, the principal indicated that the results of the research were disseminated. However, only 10 (50%) could cite examples as to how the results were utilized.

(4) Are there any major barriers or limitations to College of Education faculty working with teachers in school districts?

YES 31*

NO 69

* The most frequently identified barriers included distance (9), time (10), college of education faculty are not familiar with the school environment (7), funding (5), and teachers do not wish COE faculty involved (3).

(5) a. What is the role of Florida's Colleges of Education?

Prepare Prospective Teachers - 41

Support Teachers in Field - 20

Conduct Inservice Activities - 10

Serve as Resource Bank to Public Schools - 5

Conduct Research on Teaching - 4

b. What should that role be?
(Include recommendations for improvements.)

Faculty must be in schools more- 37

No comment 16

No changes /good relationship now - 14

Faculty must make training more practical for preservice students.. more clinical experiences - 14

Improve communication between COE & public schools - 10

Faculty must provide more relevant support for public school teachers- 7

Universities must be responsible or more responsible for BTP - 7

Faculty must improve the instruction needed to train better teachers - 6

COE faculty should teach in public schools periodically - 5

More inservice courses - 2

Need more faculty involved in process - 2

Faculty must branch into schools more remote from universities - 1

COE must be in forefront of new developments in education and disseminate them - 1

Faculty must be more selective when admitting teachers into programs - don't train so many - 1

Conduct additional university courses in schools - 1

Assist in recruitment of good teachers - 1

B. REPORTING BY SCHOOL TYPES, GEOGRAPHIC PROXIMITY TO STATE UNIVERSITY, AND SCHOOL DISTRICT

Two items in the survey were analyzed according to whether the school was an elementary or secondary school, the distance of the school to the closest state institution, and the state institution providing the services to a specific

school district.

1. By elementary (70 schools) versus secondary schools (30 schools)

Rating of the Quality of Service Received

	Elementary	Secondary
N/A	7%	6%
1 Poor	3%	6%
2	7%	4%
3 Average	40%	30%
4	33%	39%
5 Excellent	10%	15%

Extent of Involvement of College of Education Faculty

Secondary / Elementary

Activities	Frequently	Occasionally	Never
(a) Inservice or TEC Activities	*43/28.5	47/53	10/18.5
(b) Supervising Student Teachers	47/43	26.5/31	26.5/26
(c) Supervising Clinical or Early Field Experiences	17/23	17/21	66/56
(d) BTP Support Team	7/3	13/11	80/86
(e) Providing Technical Assistance at School's Request	17/21	47/39	36/40
(f) Conducting Research	6/7	24/30	70/63
(g) Observing a Certified Teacher	7/9	20/25.5	73/65.5

* For the purpose of making comparisons, all results are in percentages

2. By geographic proximity to state university

	Rating of Service Received	10 miles or less (22 schools)	11-25 miles (32 schools)	26-50 miles (22 schools)	51-75 miles (10 schools)	Greater Than 75 miles (14 schools)
	N/A	9.5%	9%	5%	10%	-
Poor	1	4%	-	5%	10%	7%
	2	-	3%	-	20%	14%
	3	27%	38%	45%	10%	29%
	4	50%	44%	27%	30%	21%
Excellent	5	9.5%	6%	18%	20%	29%
(a) Inservice or TEC Activities						
	Frequently	23%	37.5%	32%	50%	29%
	Occasionally	59%	37.5%	59%	40%	50%
	Never	18%	25%	9%	10%	21%
(b) Supervising Student Teachers						
	Frequently	64%	50%	32%	30%	28%
	Occasionally	18%	28%	54%	10%	36%
	Never	18%	22%	14%	60%	36%
(c) Supervising Clinical or Early Field Experiences						
	Frequently	36%	22%	13%	0	21%
	Occasionally	23%	28%	23%	10%	-
	Never	41%	50%	64%	90%	79%
(d) BTP Support Team						
	Frequently	14%	3%	-	-	-
	Occasionally	9%	3%	18%	10%	29%
	Never	77%	94%	82%	90%	71%
(e) Providing Technical Assistance at School's Request						
	Frequently	14%	19%	23%	30%	21%
	Occasionally	59%	34%	32%	30%	43%
	Never	27%	47%	45%	40%	36%

	10 miles or less	11-25 miles	26-50 miles	51-75 miles	Greater than 75 miles
	22 schools	32 schools	22 schools	10 schools	14 schools
(f) Research					
Frequently	18%	3%	4%	-	-
Occasionally	18%	19%	23%	30%	57%
Never	64%	78%	73%	70%	43%
(g) Observing Cert. Teacher					
Frequently	14%	6%	4%	-	14%
Occasionally	32%	22%	23%	10%	29%
Never	54%	72%	73%	90%	57%

3. By School District and State Institution

School District	ALACHUA	ESCAMBIA	ORANGE	DUVAL	PALM BEACH
# Schools	(9 schools)	(8 schools)	(14 schools)	(23 schools)	(19 schools)
Institution	U of Florida	U of W Florida	U of C. Florida	U. of N. Fl.	Fl. Atlantic Univ.
N/A	-	-	29%	-	5%
1	-	12.5%	-	5%	11%
2	-	-	7%	-	-
3	22%	25%	29%	43%	47%
4	67%	50%	21%	52%	26%
Excellent 5	11%	12.5%	14%	-	11%
(a) Inservice					
F	33%	37%	29%	26%	32%
O	67%	63%	35.5%	44%	63%
N	-	-	35.5%	30%	5%
(b) Student Teaching					
F	78%	63%	36%	52%	32%
O	22%	25%	14%	39%	42%
N	-	12%	50%	9%	26%
(c) Early Field					
F	67%	37.5%	14%	17%	5%
O	11%	37.5%	-	48%	11%
N	22%	25%	86%	35%	84%
(d) BTP F	22%	12.5%	-	-	5%
O	-	12.5%	7%	9%	16%
N	78%	75%	93%	91%	79%
(e) TA F	22%	25%	7%	13%	26%
O	78%	37.5%	29%	35%	42%
N	-	37.5%	64%	52%	32%
(f) Research					
F	44%	-	-	4%	5%
O	44%	62.5%	14%	-	11%
N	12%	37.5%	86%	96%	84%
(g) Observing Certified Teacher					
F	22%	12.5%	-	9%	-
O	44%	25%	14%	35%	16%
N	34%	62.5%	86%	56%	84%

IV COMMENTARY

A. Quality of Service Provided by COE Faculty to Public Schools

Most principals were satisfied with the service provided by College of Education faculty. Eighty-four percent of the principals surveyed indicated that the service was at least average with 37% indicating this service was above average and 14% indicating the service was excellent. Only 10% of the principals indicated that the quality of service was below average (5%) or poor (5%). Six percent of the principals indicated that College of Education faculty had never provided service in the past 3 years to their respective schools.

There was no significant difference in the rating of service when comparing secondary and elementary principals or the distance between the school and closest state institution. However, when comparisons were made among individual school districts, variances were noted. One hundred percent of the principals interviewed in Alachua County indicated that the service provided was at least average, and 78% of the principals in this district indicated the service was above average or excellent. In comparison, thirty-six percent of the principals interviewed in Orange County indicated that either no service was provided to their school over the past three years by College of Education faculty, or the service provided was below average.

B. Frequency of Activities Provided by College of Education Faculty

(1) Inservice or TEC Activities

Eighty-four percent of the principals surveyed indicated that in-service activities had been conducted for their staff either frequently or occasionally over the past three years. This included 90% of the elementary principals served and 81% of the secondary principals. Geographic proximity did not appear

tc be a factor in the frequency of this service. When the data was analyzed by individual school districts, there were significant differences. One hundred percent of the principals in Alachua and Escambia counties indicated that these inservice activities were conducted either frequently or occasionally. However, 36% of the principals in Orange County and 30% of the principals in Duval County indicated that these inservice activities had never been conducted by their faculty over the past three years. This variation is illustrated in the table below. Also included is information on the number of faculty involved in Teacher Education Center activities according to a 1982 Survey of Deans of Colleges of Education.

TEACHER EDUCATION CENTER/INSERVICE ACTIVITIES

District	# Schools Surveyed	Frequency			Closest State Institution	# Faculty Involved in TEC Activities
		Freq.	Oc.	Never		
Alachua	9	33%	67%	-	Florida	50
Escambia	8	37%	63%	-	West Florida	60
Orange	14	29%	35.5%	35.5%	Central Florida	39
Duval	23	26%	44%	30%	North Florida	18
Palm Beach	19	32%	63%	5%	FAU	24

It appears that the frequency of service is somewhat proportional to the number of faculty involved. Unfortunately, the 1982 survey did not provide data as to whether such faculty assignments were full-time or part-time so further conclusions cannot be drawn at this point.

(2) Supervising Student Teachers

Seventy-four percent of the principals indicated that they have had student teachers over the past three years. Elementary and secondary school principals noted the involvement of student teachers with similiar frequencies.

Geographic proximity was an obvious factor - 89 percent of the schools 50 miles or less from a state institution indicated they had student teachers; however, only 54% of the schools greater than 50 miles from a state institution indicated they had one or more student teachers over the past three years. When examining this data by individual districts, only one district, Orange County, indicated a large proportion of schools (50%) had never had student teachers. This finding was surprising since last year's dean survey indicated that 49 faculty at the University of Central Florida were involved in supervising student teachers - this was the largest percentage of faculty involved in such an activity at any state institution.

(3) Supervising Clinical and Early Field Students

Forty-one percent of the principals indicated that their schools have had early field students during the past three years. This included 34 percent of the elementary principals and 44 percent of the secondary principals. Fifty-nine percent of the schools less than ten miles from a state institution reported that these students had been in their schools; however, as expected, as the distance to a state institution increases, fewer schools reported having clinical and early field students involved. This percent also varied significantly among districts. Only 22 percent of the principals in Alachua County and 25 percent of the faculty in Escambia County reported that these students were never in their schools; however, 86 percent of the principals surveyed in Orange County and 84 percent in Palm Beach County reported early field students were not in their schools over the past three years.

When comparing field service student experiences in public schools, it is important to compare the relative size of the five state institutions and school districts being examined. This data is contained in the following table.

Institution	Fall 1982 Upper Division Enrollment	Local School District	# Total Elementary & Secondary Schools	# Schools in Sample
Florida	1,094	Alachua	30	9
West Florida	604	Escambia	56	8
Central Florida	834	Orange	95	14
North Florida	315	Duval	131	23
FAU	664	Palm Beach	88	19

Any generalizations made about the relative involvement of faculty and preservice students in public schools must take into account the size of the school district and number of students being enrolled in the college of education.

(4) Involvement in Beginning Teacher Support Team

Most principals (84%) indicated that faculty had not been involved as part of Beginning Teacher Support Team nor had they observed these new teachers to gather data needed for preservice program improvement. Schools ten miles or less from a College of Education showed a slightly higher percentage of faculty involvement; also the University of Florida, West Florida, and Florida Atlantic were involved to a slightly greater extent in Beginning Teacher Program activities than Central Florida and North Florida. Ninety-six percent of the twenty-three principals interviewed in Duval County indicated that North Florida faculty had not been involved in this program.

(5) Providing Technical Assistance at the School's Request

Sixty-one percent of the principals indicated that they had requested technical assistance over the past three years. These requests appeared to be greatest (73%)for schools less than 10 miles from a state institution. However,

schools further than 75 miles from a College of Education requested such assistance to a greater extent than schools between 11-25 miles or between 26-50 miles from a state institution. Sixty-four percent of the schools in Orange County and fifty-two percent of the schools in Duval County had never requested such assistance during the past three years.

(6) Research

Sixty-eight percent of the principals indicated that research had not been conducted at their school over the past three years. This included 70% of the elementary schools and 63% of the secondary schools. The greatest variance occurred among school districts as indicated in the table.

	Alachua	Escambia	Orange	Duval	Palm Beach
% of Principals Indicating Research had never been conducted	11%	37.5%	86%	96%	84%
# of Faculty reported in College of Education	Florida 106	West Fl. 41	Central Fl. 64	N. Fl. 43	Fl. Atlantic 73

Of the schools in which research had been done, principals reported that most research was conducted in the classroom. However, only 60% of the results of the research was received by the school and when the principals received the results of this research, only 50% of them indicated that the findings were utilized.

(7) Observing a Certified Teacher

Most principals (68%) indicated that their staff had not been observed by College of Education faculty over the past three years. Only 8 percent indicated that such observations, when they did occur, were frequent. University of Florida, West Florida and North Florida faculty appear to have such classroom

contact more frequently than the other institutions examined. Sixty-six percent of the principals in Alachua County, 44 percent in Duval County and 37 percent in Escambia County indicated such observation occurred either occasionally or frequently.

(8) Commentary on Open-ended Questions

Most principals (69%) felt that there were no barriers or limitations to faculty involvement in public schools. Distance, faculty time, funding and faculty familiarity with public schools were the limitations or barriers most frequently cited.

Many recommendations were provided by principals on ways to improve the relationship between Colleges of Education and public schools. Over one-third of the principals surveyed indicated faculty should be in public schools more frequently. Fourteen percent indicated that additional clinical training for preservice students must occur in public schools. Fourteen percent indicated that a good relationship now exists and no improvements are needed. Ten percent indicated that communication must be improved between College of Education faculty and public school personnel.

V. SUMMARY AND CONCLUSIONS

This principal's survey was conducted as part of PEPC's College of Education study to secure data on the school administrator's opinion of the role of Colleges of Education and the involvement of COE faculty in public schools. Additional data has also been secured from classroom teachers, and College of Education deans and faculty. Conclusions and recommendations, especially with regard to individual institutions, were made as the data was examined collectively. However, certain generalizations can be made with regard tc this survey.

They include the following:

(1) According to the 100 principals who were involved in this telephone survey, it appears that most principals are satisfied with the service provided to their school by College of Education faculty. (Only 16% of the sample indicated such service was below average, poor or non-existent over the past three years.)

(2) The frequency of involvement of College of Education faculty varied depending primarily upon the nature of the activity, school district being surveyed, and approximate distance to the closest state institution. Teacher Education Center and inservice activities which are supported by funding to Colleges of Education were most frequent with eighty-four percent of the principals indicating such inservice activities occurred frequently or occasionally. Similiarly, the required activity of student teaching occurred in 74% of the schools. Non-required activities such as conducting research, observing certified teachers and supervising clinical or early field students occurred in 40% or less of the sample. It was disappointing to note that faculty were involved in the Beginning Teacher Program Support Team in only 16% of the sample.

(3) College of Education faculty are considered to be appropriate consultants to public schools. Over half of the sample of principals (61%) had called on College of Education faculty over the past three years to provide technical assistance to their schools.

(4) Opinions expressed by principals indicate that there are few barriers or limitations to College of Education faculty working in public schools. Approximately two-thirds of the sample indicated there were none. Over one-third of the principals expressed that College of Education faculty should be in public schools more frequently. Other recommendations for improvements in the relationship between Colleges of Education and public schools which were frequently cited include:

(a) Additional clinical and early field training for prospective teachers must be provided by COE faculty in public schools.

(b) Communication must be improved between Colleges of Education and public schools.

(c) College of Education faculty must become more involved in the Beginning Teacher Program so that improvements can be made in preservice teacher education programs.

PRINCIPAL'S TELEPHONE SURVEY

Question # 1 staff complete

School_____ (el./Mil or junior/senior

District_____

Principal_____

2. # years principal or asst. principal in Florida_____

3. Approximate distance of my school to closest state university_____

4. On scale of 1(poor) - 5 (excellent), how would you rate outreach activities and service provided to your school by College of Education faculty_____

5. During the last 3 years, COE faculty have been involved in my school in the following contexts:

	Frequently	Occasionally	Never
a. Conducting inservice or TEC activities			
b. Supervising student teachers			
c. Supervising clinical/early field students			
d. As a member of Beginning Teacher Support Team			
e. Providing technical assistance at the school's request			
f. Conducting research *			
g. Observing classroom teacher in the instructional process			

___ To my knowledge, College of Education faculty have not been in my school during last 3 years.

____Other_____

_____

6.* If yes to research, was this conducted in the classroom? Did the school receive results? Was information utilized or disseminated?

_____

_____

_____

7. Are there any major barriers or limitations to College of Education faculty working with teachers and other school district personnel?

YES____ NO_____ If YES, what are these barriers?

_____

_____

_____

8. a) In your opinion, what is the role of Florida's Colleges of Education in relation to public schools?

_____

_____

_____

b) What should this role be?
(Include recommendations for improvements.)

_____

_____

_____

APPENDIX D

Teacher Survey Instruments

COUNTY_____

COLLEGE OF EDUCATION SURVEY - TEACHER RESPONSE

Postsecondary Education Planning Commission
with the assistance of FTP-NEA

FTP-NEA has agreed to distribute this survey to teachers to assist the PEPC in meeting their legislative mandate. Your responses will assist in the development of legislative recommendations. Please answer each question candidly and fully. Thanks for your cooperation.

1. I have taught in Florida for a total of _____ years.

2. I received my Bachelors Degree from (check one):

___a public college of education in Florida, or
___a private college of education in Florida, or
___a college of education outside of Florida, or
___I do not have my degree from a college of education.

3. List your primary certification area(s)_____

4. I teach primarily in:

___an elementary school, or
___a middle or junior high school, or
___a senior high school, or
___an adult or vocational school, or
___a special education center.

5. My primary teaching assignment is _____
(grade level or subject)

6. (a) I live approximately _____ miles from the closest main campus of a state university.

(b) I live approximately _____ miles from the closest branch campus of a state university.

TURN OVER FOR QUESTIONS ABOUT TEACHER EDUCATION →

This survey has been prepared by the Postsecondary Education Planning Commission with the assistance of the FTP-NEA. Any questions should be addressed to PEPC, Room 109, Knott Office Building, Tallahassee, Florida 32301.

The Florida Teaching Profession-National Education Association has agreed to assist in the distribution and collection of the survey form. PEPC is responsible for the tabulation of the data and analysis and interpretation of the results.

7. Indicate in the table below the contact over the last three years that you have personally had with staff of one or more of the nine state college of education faculty since you have been teaching in Florida. Check all that apply in the left hand column and indicate the approximate number of contact hours, and the value of this contact, in the right hand columns. Use a scale of 1 = no value to 5 = great value.

Check ALL that Apply	Type Contact	Number Contact Hours	1 - 5 Value or Usefullness
___	participant in Inservice or TEC activity	____	____
___	supervising teacher of student interns	____	____
___	supervising teacher for college student in clinical/early field experiences	____	____
___	member of the Beginning Teacher Support Team	____	____
___	beginning teacher in the Beginning Teacher program	____	____
___	taking a university credit course	____	____
___	involved with university research project	____	____
___	other (specify_____)	____	____

OR —

___ I have never had contact with a College of Education faculty member since I began teaching.

8. In your opinion, do the College of Education faculty provide sufficient services to classroom teachers?

___yes, or

___generally, or

___sometimes, or

___no.

→IF GENERALLY, SOMETIMES, OR NO: Why do you feel this way?

_____

_____

COLLEGE OF EDUCATION - TEACHER RESPONSE

9. Would you take additional college level credit courses if:

Yes	No	
☐	☐	classes were taught closer to my home
☐	☐	classes were taught evenings/Saturdays
☐	☐	classes were team taught with K-12 staff
☐	☐	classes were more relevant to my needs in the classroom

10. Has a College of Education faculty member ever been in your classroom while you were teaching?

___Yes - if so, briefly describe and indicate if this was useful in your teaching

_____

_____

___No

11. Has a College of Education faculty member ever conducted research in your building or classroom?

___Yes - if so were you advised of any of the following? (check if yes)

___I was advised of the topic of the visit
___I knew about the method of the study
___I was advised of the results of the visit
If so, was the information received useful? ☐ yes ☐ somewhat_____ ☐ no

___No

COLLEGE OF EDUCATION - TEACHER RESPONSE

12. Please list what you think the relationship of the College of Education is to the K-12 public schools, and then indicate what you think the relationship should be and any recommendations that you have for improvement.

CURRENT RELATIONSHIP	RELATIONSHIP SHOULD BE	RECOMMENDATIONS
staff development:		
student learning/behavior:		
curriculum development:		
subject matter knowledge:		
methods/teaching techniques:		
other areas:		

13. If you could make one change in Florida's Colleges of Education, what would that change be?

Thank you for your cooperation. Please return the survey to your association contact person.

FEA United
Florida Education Association/United
208 West Pensacola Street • Tallahassee, Florida 32301 • (904) 224-1164

Pat L. Tornillo, Jr.
President

October 5, 1983

Dear Delegate:

Attached is a short survey which FEA/United has agreed to distribute to its Convention Delegates on behalf of the Postsecondary Planning Commission.

The survey is intended to solicit your input regarding the current level of involvement of Colleges of Education in public schools, as well as your opinions as to the future role and mission of Florida's Colleges of Education.

Please take a few minutes to complete the survey and deposit it in the boxes labeled "Surveys" located near the registration table.

Sincerely,

Pat

Pat L. Tornillo, Jr.
President

PLTjr:eb

Attachment

Affiliated with the American Federation of Teachers, AFL-CIO

STATE BOARD OF EDUCATION
POSTSECONDARY EDUCATION PLANNING COMMISSION
KNOTT BUILDING
TALLAHASSEE, FLORIDA 32301

October 10, 1983

Dear Teacher:

The Postsecondary Education Planning Commission has been charged by the 1983 Legislature with conducting a study of Colleges of Education in Florida. As a part of this study, we are interested in securing the input of teachers as to the involvement of College of Education faculty in public schools and obtaining teacher perceptions of the role and mission of Florida's Colleges of Education.

FEA United has agreed to survey the delegates to this convention for their opinions on Colleges of Education. This survey is not intended to be an evaluation of the quality of preservice teacher education nor a follow-up of Florida graduates; rather, it is intended to provide meaningful information on the services accorded classroom teachers by College of Education faculty.

Thank you for your candidness in completing the attached survey.

Sincerely,

Dr. Linda A. Recio
Project Coordinator

LR/pb

Attachment

Affirmative action/equal opportunity employer

Name_____ District_____

(optional)

FEA UNITED
TEACHER'S SURVEY

Directions: Please answer each of the items below as directed. Thank you for taking the time to complete this survey.

1. I have taught in Florida for (check one)

___less than 1 yr. ___1-2 yrs. ___3-5 yrs. ___6-10 yrs. ___11 yrs. or more

2. I received my bachelors degree from (check one)

___a public college of education in Florida

___a private college of education in Florida

___a college of education outside of Florida

___I do not have my degree from a college of education

3. Please list your primary certification area(s)_____.

4. I teach primarily (check one)

___elementary school ___middle/junior high school ___senior high school

5. The approximate distance of my school to the closest state university campus is (check one)

___less than 10 miles ___11-25 miles ___26-50 miles ___51-75 miles

___75 miles or more

6. Are there any major barriers or limitations to College of Education faculty working with teachers and other school district personnel? YES___ NO___
If YES, what are these barriers?

_____

_____

7. Since I began teaching in Florida, I have had contact with College of Education faculty (from one or more of the nine state universities) in the contexts I have checked below. Check all that apply on the lines at the left of each item listed below. On the lines at the right, please indicate the approximate number of contact hours you have had in the past 3 years for each activity you identified.

Check all that apply		Number Contact Hours in past 3 years
___	participant in inservice or TEC activities	___
___	supervising teacher of student interns	___
___	supervising teacher for college student(s) involved in clinical/early field experiences	___
___	member of the Beginning Teacher Support Team	___
___	beginning teacher in the Beginning Teacher Program	___
___	student in a university course on campus or in the school district	___
___	other (please specify_____	___
___	I have never had contact with a College of Education faculty member since I began teaching.	

8. Have you ever had a College of Education faculty member observe your teaching? YES___ NO___
If YES, was constructive feedback provided to you? YES___ NO___

9. Do you think that recent teaching experience in public schools is important for College of Education faculty? YES___ NO___

10. Has a College of Education faculty member ever conducted research in your classroom? YES___ NO___ If YES, briefly describe (topic, method, results, usefulness)

_____

_____

11. a) In your opinion, what is the role of Florida's Colleges of Education in relation to public schools?

_____

_____

b) What should this role be?
(Include recommendations for improvements.)

_____

_____

12. If you could make one change in Florida's Colleges of Education, what would that change be?

_____

_____

APPENDIX E

On-Site Visits

Schedule and Interview Forms

POSTSECONDARY EDUCATION PLANNING COMMISSION

SCHEDULE OF ON-SITE VISITS TO COLLEGES OF EDUCATION
OCTOBER - NOVEMBER 1983

Oct. 24-25	-	University of Florida	-	Robert Mautz Mike Armstrong Linda Recio
Nov. 1-2	-	Florida State University	-	Mike Armstrong Linda Recio Howard Williams
Nov. 8th	-	University of West Florida	-	Linda Recio
		University of South Florida	-	Robert Mautz Mike Armstrong
Nov. 9th	-	University of Central Florida	-	William Schwartz
		Rollins College		Mike Armstrong
Nov. 14th	-	University of North Florida	-	Mike Armstrong
Nov. 15th	-	Jacksonville University	-	Mike Armstrong
Nov. 15-16	-	Florida A&M University	-	Linda Recio Howard Williams
Nov. 21st	-	Florida International Univ.	-	Linda Recio
Nov. 22nd	-	Florida Atlantic University	-	Linda Recio
Nov. 23rd	-	Barry University	-	Linda Recio
		University of Miami		

INSTITUTION _____ DEAN _____

DATE _____

POSTSECONDARY EDUCATION PLANNING COMMISSION

COLLEGE OF EDUCATION STUDY

DEAN'S INTERVIEW FORM

1. Describe the College of Education, including number of faculty, organizational structure, number of programs, number of students at undergraduate and graduate levels, enrollment trends over the past 5 years, etc.

2. What changes have been made in your teacher education programs and policies during the past 5 years to improve public education and why? Have university administrators and faculty outside the College of Education been involved in these program/policy changes?

   a. Undergraduate

   b. Graduate

3. What effect has the research conducted by College of Education faculty had on public schools? (Provide examples)

4. Discuss the relationship of the college with public schools.

   a. What percentage of the faculty are involved in service and outreach activities through Teacher Education Centers? To what extent do these activities occur at the classroom level?

   b. What percentage of faculty are involved in clinical/early field experiences in public schools? How are field experiences in public schools incorporated into pedagogical coursework requirements?

   c. To what extent are the faculty involved in the Beginning Teacher Program? (training, support team, etc.)

   d. Are faculty who are involved in service activities rewarded appropriately in the promotion and tenure process? If not, what recommendations do you have for improvements?

e. What recommendations do you have for improvements in the relationship of the College with public schools?

5. Discuss feedback obtained from graduates

   a. What feedback does the College of Education gather on the performance of its graduates? (e.g. follow-up studies, results on the teacher certification examination, involvement in the Beginning Teacher Program)

   b. What improvements have been made in the teacher education program as the result of the feedback which was obtained?

6. What empirical research has been done either at this institution or at other institutions to justify the quantity and variety of pedagogical course requirements for elementary and secondary teachers? (e.g. methods coursework, clinical experiences, foundations coursework, etc.). In other words, what evidence is available that pedagogical coursework makes a difference is one's ability to teach?

7. What is the relationship of the College with the Laboratory School? To what extent do faculty use the lab school to conduct research, train students, field-test new curriculum, etc.?

8. In what ways have recent state mandates (e.g. teacher certification examination, minimum admission standards, more stringent certification requirements, etc.) helped or hindered your program?

9. What is your opinion on the recent tendency in several states to waive certification requirements so that arts and science graduates can become teachers?

10. How has your College of Education responded to Florida's critical teacher shortage?

11. What improvements would you like to make in the College over the next 3 years?

12. What future do you see for Colleges of Education particularly in regard to Teacher Education?

INSTITUTION _____ PROGRAM CHAIRPERSON _____

DATE _____ PROGRAM _____

POSTSECONDARY EDUCATION PLANNING COMMISSION

COLLEGE OF EDUCATION STUDY

PROGRAM CHAIRPERSON INTERVIEW FORM

1. Describe your program, including number of faculty, organizational structure, number of students at undergraduate and graduate levels, enrollment trends over the past 5 years, etc.

2. What changes have been made in your teacher education program during the past 5 years to improve public education and why? Have university administrators and faculty outside the College of Education been involved in these program changes?

   a. Undergraduate

   b. Graduate

3. What effect has the research conducted by the faculty in your program had on public schools? (Provide examples)

4. Discuss the relationship of your program with public schools.

   a. Are you involved in service and outreach activities through Teacher Education Centers? To what extent do these activities occur at the classroom level?

   b. Are you in involved in clinical/early field experiences in public schools? How are field experiences in public schools incorporated into pedagogical coursework requirements?

   c. Are you involved in the Beginning Teacher Program? (training, support team, etc.?)

   d. Are faculty who are involved in service activities rewarded appropriately in the promotion and tenure process? If not, what recommendations do you have for improvements?

e. What recommendations do you have for improvements in the relationship of the College with public schools?

5. Discuss feedback obtained from graduates

   a. What feedback do you gather on performance of graduates? (e.g. follow-up studies, results on the teacher certification examination, involvement in the Beginning Teacher Program)

   b. What improvements have been made in the teacher education program as the result of the feedback which was obtained?

6. What empirical research has been done either at this institution or at other institutions to justify the quantity and variety of pedagogical course requirements for elementary and secondary teachers? (e.g. methods coursework, clinical experiences, foundations coursework, etc.). In other words, what evidence is available that pedagogical coursework makes a difference is one's ability to teach?

7. What is the relationship of the faculty in this program with the Laboratory School? To what extent to faculty use the lab school to conduct research, train students, field-test new curriculum, etc.?

8. In what ways have recent state mandates (e.g. teacher certification examination, minimum admission standards, more stringent certification requirements, etc.) helped or hindered your program?

9. What is your opinion on the recent tendency in several states to waive certification requirements so that arts and science graduates can become teachers?

10. How has your College of Education responded to Florida's critical teacher shortage?

11. What improvements would you like to have made in this program over the next 3 years?

12. What future do you see for Colleges of Education particularly in regard to Teacher Education?

INSTITUTION _____ NAME _____

DATE _____ PROGRAM AREA _____

POSTSECONDARY EDUCATION PLANNING COMMISSION

COLLEGE OF EDUCATION STUDY

FACULTY INTERVIEW FORM

1. Describe your primary responsibilities in the College of Education. Do you hold a valid Florida teaching certificate? Have you had any recent public school teaching experience?

2. What changes have you made in the courses you teach or other services you provide to improve public education in the past 5 years and why?

   a. Undergraduate

   b. Graduate

3. What effect has the research you have conducted had on public schools? (Provide examples)

4. Relationship with public schools.

   a. Are you involved in service and outreach activities through Teacher Education Centers? To what extent do these activities occur at the classroom level?

   b. Are you involved in clinical/early field experiences in public schools? How are field experiences in public schools incorporated into pedagogical coursework requirements?

   c. Are you involved in the Beginning Teacher Program? (training, support team, etc.?)

   d. Are faculty who are involved in service activities rewarded appropriately in the promotion and tenure process? If not, what recommendations do you have for improvements?

e. What recommendations do you have for improvements in the relationship of the College with public schools?

5. Discuss feedback obtained from graduates

   a. What feedback does the College of Education gather on the performance of its graduates? (e.g. follow-up studies, results on the teacher certification examination, involvement in the Beginning Teacher Program)

   b. What improvements have been made in the teacher education program as the result of the feedback which was obtained?

6. What empirical research has been done either at this institution or at other institutions to justify the quantity and variety of pedagogical course requirements for elementary and secondary teachers? (e.g. methods coursework, clinical experiences, foundations coursework, etc.). In other words, what evidence is available that pedagogical coursework makes a difference is one's ability to teach?

7. What is the relationship of the College with the Laboratory School? Do you use the lab school to conduct research, train students, field-test new curriculum, etc.?

8. In what ways have recent state mandates (e.g. teacher certification examination, minimum admission standards, more stringent certification requirements, etc.) helped or hindered your program?

9. What is your opinion on the recent tendency in several states to waive certification requirements so that arts and science graduates can become teachers?

10. How has your College of Education responded to Florida's critical teacher shortage?

11. What improvements would you like to have made in the College over the next 3 years?

12. What future do you see for Colleges of Education particularly in regard to Teacher Education?

INSTITUTION_____ PERSON INTERVIEWED_____

DATE _____

POSTSECONDARY EDUCATION PLANNING COMMISSION

COLLEGE OF EDUCATION STUDY

LAB SCHOOL INTERVIEW FORM

1. Describe the university lab school, including number and types of students, faculty, grade levels, unique role of the school, requests for admission, admission policies, etc.

2. What kinds of research are conducted at the lab school by College of Education faculty and students? How frequently is research conducted? What percentages of COE faculty are involved? Describe the dissemination efforts of such research? How useful are the products?

3. In what ways is the school utilized by College of Education faculty other than for the conduct of research activities?

4. To what extent, if any, does articulation with the district school staff occur?

5. Are any professional services (such as workshops, materials, inservice, etc.) provided to district schools by lab school staff?

6. To what extent do lab school faculty participate in college/university committees? On public school committees?

7. Explain the value of the unique role and mission of laboratory schools--why should they be retained?

8. How do you perceive the future of laboratory schools in Florida?

9. What suggestions do you have for improvements in the relationship of the laboratory school to the College of Education?

APPENDIX F

Survey to School District
Directors of Research

Survey Instrument and Analysis

POSTSECONDARY EDUCATION PLANNING COMMISSION

COLLEGE OF EDUCATION STUDY

RESULTS AND CONCLUSIONS OF THE
DISTRICT RESEARCH REQUEST SURVEY

I. OVERVIEW

Under school board policy in many school districts, including those in close proximity to a state university, requests for research activities in individual schools must be first approved at the school district office. This District Research Request Survey (copy attached) represents a follow-up to telephone calls made to the directors of research and evaluation in school districts in which state universities are located. These persons are responsible for processing the research requests through a formal (or informal) screening and approval process. In each case, this district coordinator indicated that school-level administrators and teachers generally adhere to the district procedures for screening and approving these research requests. Thus, most research requests should filter through this central office. The eight school districts and respective state institutions included in the survey are:

Alachua	-	University of Florida
Leon	-	Florida State University Florida A&M University
Palm Beach	-	Florida Atlantic University
Duval	-	University of North Florida
Dade	-	Florida International University
Orange	-	University of Central Florida
Hillsborough	-	University of South Florida
*Escambia	-	University of West Florida

*Did not return survey

The survey solicited information on the quality and quantity of research requests from College of Education faculty which have been received and approved by the district school board over the past three years. These results are contained in the pages which follow.

II. SUMMARY OF RESULTS

1. Average Number Research Requests Per Year Received by the School District

District			% Approved by School Board
Alachua	(UF)*	- 200	95%
Leon	(FSU/FAMU)	- 250	85-90%
Palm Beach	(FAU)	- 20	80%
Duval	(UNF)	- 100	80%
Dade	(FIU)	- 80	60%
Orange	(UCF)	- 40	90%
Hillsborough	(USF)	- 70	80%

* Institution in parentheses

2. Average # of Requests per year from COE Faculty at State Institution			% Approved by School Board	Approximate Number of College of Education Faculty who Submit Requests Per Year
Alachua	(UF)	- 190	95%	25
Leon	(FSU/FAMU)	- 40/1	90%	9/1
Palm Beach	(FAU)	- 1	100%	1
Duval	(UNF)	- 1	100%	1
Dade	(FIU)	- 10	60%	5-10
Orange	(UCF)	- 4	95%	3
Hillsborough	(USF)	- 7	80%	5

3. Percentage of research requests for faculty themselves as opposed to doctoral/masters students

Alachua	(UF)	- 12%
Leon	(FSU/FAMU)	- less than 10%
Palm Beach	(FAU)	- 100%
Duval	(UNF)	- 100%
Dade	(FIU)	- 100%
Orange	(UCF)	- 100%
Hillsborough	(USF)	- 100%

4. Percentage of research results, findings or reports district/school received out of total research conducted

Alachua	(UF)	- 1%
Leon	(FSU/FAMU)	- 50%
Palm Beach	(FAU)	- 100%
Duval	(UNF)	- 100%
Dade	(FIU)	- Not provided
Orange	(UCF)	- 100%
Hillsborough	(USF)	- 20%

5. Rating of the quality of the research conducted over the past 3 years on a scale of 1-5 with 5 being excellent = 3.8 avg. (Note: Little variance among districts.)

6. Rating of usefulness of the research conducted over the past three years on a scale of 1-5 with 5 being excellent = 3.0 avg. (Note: Little variance among districts.)

7. Comments

   a. The quality of research submitted by students and faculty is variable but generally weak - little difference in quality between students and faculty. (Dade/FIU)

   b. We receive very few reports once the research has been completed. (Leon, Alachua, Hillsborough)

c. Most of the research projects come not from the research faculty-statistics, measurement - but from educational administration, guidance, and curriculum, etc. (Dade/FIU)

d. Most of the weaknesses in the projects from students stem from two influences: (Dade/FIU)

   (1) the lack of care and consideration of the graduate committee and

   (2) an absence of a research type (statistics, measurement) on the committee.

e. For our review, we assess each request on its validity or utility. Most of the rejected projects have problems with utility, i.e. benefit to the district. Stated differently, most rejected projects are trivial. (Leon/Dade)

f. Projects from other-than-the-School of Education are a little better than those from Education in theory and analyses areas but suffer equally on utility. (Dade)

g. The requests from outside of Florida are not any better than those from inside the state. (Dade)

III. SUMMARY AND CONCLUSIONS

This survey represents an attempt to solicit information on the quantity and quality of College of Education research activities from the district official who solicits and processes research requests. Most directors of research acknowledged that some research activities may occur at the school and classroom level without the knowledge or approval of the school board. However, those directors indicated that, in their opinion, building level administrators generally adhered to the school board policy of screening research requests at the district office, and that only a small percentage may circumvent the formal process.

The survey sample was limited to school districts which house state universities. Obviously, research activities occur in adjacent and remote school districts as well. However, an assumption was made based on the results of other surveys that the quantity of research conducted in adjacent and remote districts is less than that reported in these eight school districts which house state institutions.

In light of the above comments and results, the following conclusions are made:

(1) Of the total number of research requests received by each school district per year, less than 20% come from College of Education faculty with the exception of Alachua School District where 95 percent of the research requests received were made by University of Florida College of Education faculty.

(2) College of Education faculty in two of the three state universities which offer advanced graduate programs in education (UF, FSU) appear to conduct the most research in public schools. Approximately 90% of the research requests at these two institutions are in conjunction with doctoral/masters students. (USF did not seem to follow this trend.)

(3) In Alachua and Leon school districts in which a large number of research requests are received from College of Education faculty, it was reported that most of the research is conducted by a small number of faculty members. For example, of the 190 research requests per year in Alachua County, only 25 faculty were reported to have submitted these requests.

(4) Little variation was reported with regard to the quality and usefulness of the research which had been conducted over the past three years. The district coordinators rated usefulness as average and quality as slightly above average.

(5) The results of this survey are consistent with those of the principal's survey which indicated that

   (a) A low percentage of results, findings, and reports are received by the school/district once the research has been conducted.

   (b) The frequency of research activities in the Alachua school district is significantly higher than that conducted in Orange, Duval, and Palm Beach school districts.

POSTSECONDARY EDUCATION PLANNING COMMISSION

DISTRICT RESEARCH REQUEST SURVEY

NAME _____ DISTRICT _____

In our telephone conversation, you indicated that you were the person primarily responsible for receiving requests for conducting research in your district, that a formal (or informal) mechanism exists for screening and approving these requests, and that building-level personnel are familiar with the district procedures for screening and approving research requests. On the basis of this information, we would appreciate your input on the following seven items:

1. Approximately how many research requests were received by your district on an annual basis over the past three years? _____

   Approximately what percentage of these were approved? _____ %

2. Of the total research requests, indicate the approximate number per year which were requested from college of education faculty at a state institution? _____

   What percentage of these college of education requests were approved? _____ %

3. Please indicate the approximate number of college of education faculty who submit research requests to you on an average annual basis _____

4. In your opinion, what percentage of college of education faculty requests are for research faculty members themselves are conducting, as opposed to a doctoral dissertation, masters thesis or other student-conducted project? _____ %

5. Of the research conducted by college of education faculty, please indicate the approximate percentage of research results, findings, or reports which you have received on an annual basis _____ %

6. Please rate the quality of research conducted by college of education faculty during the past 3 years

1	2	3	4	5
Poor		Average		Excellent

7. Please rate the usefulness to public schools of the research conducted by college of education faculty during the past three years.

1	2	3	4	5
Poor		Average		Excellent

Return by October 10, 1983 to:

Dr. Linda A. Recio
Postsecondary Education Planning Commission
Room 109, Knott Building
Tallahassee, Florida 32301

PLEASE ADD ANY COMMENTS YOU MAY HAVE ON THE BACK OF THIS PAGE.

APPENDIX G

Consultant's Report on the
Research Activities of
College of Education Faculty

Research Activities in Florida Colleges of Education: 1981-1983

Barak Rosenshine

University of Illinois at Urbana

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On September 9, 1983, the Postsecondary Education Planning Commission sent a letter to the dean of each of the nine public colleges of education in Florida asking them to provide the Commission with a "listing of the sponsored and non-sponsored research activities in which College of Education faculty have engaged during the past two years that clearly affect public schools." They were also asked to provide "a brief description of each relevant research effort; whether or not the research was conducted in a public setting; and how the research findings were disseminated and utilized for the improvement of K-12 education."

Problems in using the information submitted by the colleges.

The quality of the response by the colleges was so varied that it would not be legitimate to use these data to compare individual colleges. A few of the colleges responded well. However, many provided only a title of the study without a brief description, which meant that my assistant and I had to make our best guess as to what was represented. Some of these difficult-to-interpret titles included "Reading comprehension skills" or "Validation of an instrument for reporting educational status of young children by a teacher" and "A study of certain elements of contemporary citizenship for global understanding". In one case an article must be important because it was listed as published in two journals, yet the title was not clear for our purposes.

A second problem is that it is likely that these results underestimate the amount of research which was done in this two year period. In some cases, it is possible that entire departments of colleges did not respond to this survey. For example, we were not given a single entry from the 14 faculty in elementary and early childhood education in one institution.

But the greatest underestimate of research came from the lack of reporting the masters' and doctoral theses done at the colleges. The request to the colleges was not clear on this point, because it asked for "research activities in which college of education faculty have been engaged...that clearly affect public schools." Many faculty members may not consider supervision of a thesis as research in which they have been engaged, yet, such research does figure in the output of a college. By chance, COE of the University of Central Florida sent the titles of all the MA theses completed at that college from July 82 to July 83. We counted 70 titles, supervised by 28 faculty members, as research that clearly affects public schools. Some student theses and action projects were also reported for the University of West Florida. It appears, although we are not certain, that MA and in some cases doctoral theses were <u>not</u> reported for the University of Florida, Florida State, or University of South Florida, among others. It is possible that the amount of research would be at least twice as large if all the masters and doctors theses were systematically reported.

Another problem was in deciding what activities to include. In some colleges, there were a large number of reports of inservice presentations to schools. If one is only including research, then inservice presentations and workshops are not to be counted. Yet, these are activities "that clearly affect public schools." Further, many of these

inservice presentations represent summaries of research. Reviews of research, when reviewed by peers and published, represent legitimate research activities; should not similar reviews be counted when given as inservice presentations? It was decided not to count inservice presentations because they represented service and not research even though inservice activities clearly affect public schools. Thus the number of activities that could be reported varied greatly depending upon the categories that were included.

In summary, the colleges differed in the amount of description provided on each project and in whether masters theses, action research projects and doctoral theses were counted. This could lead to wide differences in the total research activities for any college. In addition, the total for any college would vary greatly depending upon whether inservice activities would be counted among activities that clearly affect public schools. Because of these variations, these data cannot be used to compare colleges or departments within colleges.

My job was to classify and summarize these reports. Because of the variation within colleges and between colleges, and because of the difficulty in interpreting titles of studies, I was not completely successful. This report, then, is best seen as a series of indicators rather than as a definitive report.

Types of research.

The first task was to identify those activities which could be counted as research. The research was classified into seven types of activities: correlation, correlation in a classroom study, an experiment in a classroom, test or survey development, evaluation, literature review, and survey. Examples of each type are given in Table 1.

Inservice days, workshops, development of materials and curriculums, and development of handbooks were not classified as research. It is hard to evaluate the quality of these activities, but if these workshops represent the translation of research into action, then workshops may help the teachers at least as much as the research. Some examples of activities which were not classified as research are:

> A two week institute which will enable teachers to construct criterion referenced tests for their competency-based vocational educational programs;
>
> A two week institute to train teachers to help students improve their communication skills;
>
> A handbook for counselors or occupational specialists to provide career guidance to handicapped students.

In one case, where a college listed every workshop, more than 80 were cited.

Table 1

Examples of Studies in Each Category

Correlational, general

Correlated test anxiety scores for students with their scores on standardized achievement tests and state assessment tests. Also looked at differences between males and females, and between blacks and whites.

Comparing the spelling and math abilities of deaf children of deaf parents with deaf children of hearing parents.

Correlational, classroom

The correlation between allocated time and other instructional variables and achievement in science in the 5th grade.

The relationship between teacher efficacy, student-teacher interaction, and student achievement.

To determine the correspondence in beliefs about teaching knowledge, skills and attitudes between intern teachers and their directing teachers.

Experimental, classroom

The efficacy of two methods of social/moral instruction.

The effectiveness of precision teaching on reading scores of learning disabled middle-school students.

Changes in student attitudes after a unit on Native American studies.

A comparison between a newspaper and a state-adopted reading textbook to teach comprehension to fourth grade students.

Testing and instrument development

Comparability of the WISC and the WISC-R with bright elementary school students.

Development of a test to measure preference for right-brained or left-brained processing.

Evaluation

Evaluation of the Florida Beginning Teacher Program.

Table 1 (continued)

Literature review	To identify competencies needed by regular teachers to effectively provide for mainstreamed exceptional students.
	Effective methods and materials for teaching the hearing impaired to read.
Survey	A study of the differences between high achieving and low achieving gifted students.
	To determine what criteria learning disabled school age students must master in order to successfully graduate from an educational program.
	A study to determine skills and abilities that are important for exceptional students in regular classrooms.
	Descriptive profile of the educational, employment, and experiential backgrounds of full and part time home economics teachers in Florida.
	Interviews with high school students and former students to find ways of helping students before they drop out.
	To determine the attitudes of parents of K-12 children toward different types of school improvement.
	To determine teachers' attitudes toward exceptional children in their classrooms.

Type of Research for Each Faculty Member

The first task was to identify the number of faculty engaged in research at each institution and classify their research type. To do this, one entry was made for each faculty member engaged in research. The percentile figures at the bottom of Table 2 represent the percentage of faculty at each institution who reported at least one research project. According to these figures, the percentages of faculty who engaged in research ranged from a low of 8 percent at Florida A and M to a high of 63 percent at the University of West Florida. The average was 30 percent.

In the reporting of the University of West Florida, projects which faculty members directed, such as action research and directed study were included in their submission. The University of Central Florida included every Master's Thesis. These inclusions seem legitimate, because they represent faculty research. However, if one deletes these activities and only includes projects developed and conducted by professors, then University of Central Florida drops from 28 to 16 professors (from 43 to 25 percent) and University of West Florida drops from 26 to 12 professors (from 63 to 29 percent). At the other colleges of education, some of the faculty reported some of the MA and PhD theses which they supervised. Thus, if all theses were not included, the overall tally would drop (but if all the MA and PhD theses were included, the tally would rise).

Unfortunately, there is no way of comparing these figures with those at other institutions because (a)I have not seen comparative figures, and (b)I would not trust comparative figures because of the different ways in which institutions report research. As noted before, if MA, PhD, and EdD theses were included, then all schools would probably rank at 40 percent or higher.

Table 2 also presents the research topics. Only one topic per faculty member is included. The topics are listed according to a hierarchy I developed and which is represented by the order in Table 2. The topics were ordered according to relevance to classroom instruction, and classroom research was placed at the top. It was not easy to place the other categories in order, and others might disagree with my choices. Surveys were placed at the bottom because I believe that in practice, few surveys have a direct impact on classroom instruction. Others may differ and might suggest that the categories below classroom instruction should be given equal weight.

When a faculty member reported activities on more than one topic, then the "higher" one in the table was selected. Thus, if a person reported both a survey and a classroom experiment, only the classroom experiment was tallied in Table 2.

I did not find any comparative data for evaluating the data in Table 2. One way of developing comparative data would be to take the last five volumes of major journals such as the American Educational Research Journal, Journal of Educational Psychology, Reading Research Quarterly, Journal of Research in Education, and Elementary School Journal, classify the articles according to categories similar to those used in Table 2. Another approach would be to take programs of the last five annual meetings or organizations such as the American Educational Research Association, the National Reading Council, or the Researchers in Science Teaching and classify those presentations into categories similar to those in Table 2. These procedures would give us the percentage in each category. Once there "norms" were available, one could compare the public colleges of education in Florida against these norms. But no such comparative data has been assembled, as yet.

Table 2

Research Activities by Type

	Univ. of Florida	Florida State	Univ. of South Florida	Florida Internatl. Univ.	Florida Atlantic Univ.	Univ. of West Florida	Florida A & M	Univ. of North Florida	Univ. of Central Florida	TOTAL
Experiment in Classroom	10	8	3		2	8		1	18	50
Correlation in Classroom	2	3	2	1	2			5	1	16
Correlation	1	1	1	1		1				5
Test and Instrument Development		9	10		5	5		4		33
Evaluation		1	2	1		4			1	9
Literature Review		5			1	2			3	10
Survey	17	15	10	4	21	6	3	3	5	84
Individuals reporting out of total faculty	30/105	42/140	28/140	7/60	31/63	26/41	3/40	13/44	28/64	207
Percentage of faculty reporting research	29%	30%	20%	13%	49%	63%	8%	30%	43%	AVERAGE 30%

The largest number of faculty engaged in correlational or experimental classroom research was at the University of Central Florida, and this was due to the MA theses which were reported. The next largest was at the University of Florida.

There were only a few reports on training teachers to implement the research of others. This is to be expected; professors are rewarded for doing original research, not for implementing the research of others. This is unfortunate.

Across the colleges, the largest category was for surveys. Examples of surveys are given in Table 1. One reason for the abundance of surveys is that they are relatively easy to do. One wonders what happens after these surveys are completed and the results are mailed out.

Personally, I'm disappointed that the number engaged in classroom research is small. But, based on regular reading of education research journals and regular attendance at research meetings, I'd guess that the percentages are similar to the national percentages.

Areas of Research

Table 3 presents all the research reported by each college. Each study or project is classified by major type (i.e., elementary reading, multicultural). There was some difficulty in classifying when items fell into two categories, such as testing of special education students or reading for special education students, but less than five percent of the items presented such problems.

The figures at the bottom of Table 3 give the total number of research activities divided by the number of faculty for each college. Thus, the figures represent research activities per faculty member for the past two years. The average was .58 of a report per faculty member, and ranged from

Table 3

Research Activities in Each Category

	Univ. of Florida	Florida State	Univ. of South Florida	Florida Internatl. Univ.	Florida Atlantic Univ.	Univ. of West Florida	Florida A & M	Univ. of North Florida	Univ. of Central Florida	TOTAL
Teaching, General	6	8	3	2	2	1		1	9	32
Preschool	2	1	2			7			1	13
Elementary, general	8	6	4		2	10		2	3	35
Language arts	9	3	5		2	10		1	5	35
Social studies					1	3			1	5
Science		2			1	4			1	8
Math	3	1	1			3			1	9
PE									3	3
Jr. High, general				1		1				2
Language arts		1	5							6
Math						1			1	2
Foreign language									1	1
High school, general	1	2	3	1				1		8
Language arts		2						1		3
Math, science	1	2	1						1	5
Vocational	1	4	1	1		4			1	12
Special education	3	12			11	5		11	21	63
Gifted					1	1	1		3	6
Multi-cultural	2			1	1	1			1	6
Computer	2	4			3	6			4	19
Educational psychology	1	4	2		6				10	23
Tests & measurement	5	10	7	1	8	3			2	36
Educational policy									1	1
Administration	6	6	1		5	2		2	1	23
School psychology, counseling	11	4	4				2		2	23
Family & community	8	1			2	7		2	4	24
Number of studies over total faculty	69/104	73/140	39/140	7/60	45/63	69/41	3/40	21/44	77/64	403/696
Number of studies per faculty member	.66	.52	.28	.12	.71	1.68	.08	.47	1.20	.58

Table 4

Percentage of total studies in each category, by University

	Univ. of Florida	Florida State	Univ. of South Florida	Florida Internatl. Univ.	Florida Atlantic Univ.	Univ. of West Florida	Florida A & M	Univ. of North Florida	Univ. of Central Florida	TOTAL
Teaching, General	9%	11%	8%	29%	4%	1%		5%	12%	8%
Preschool	3%	1%	5%			10%			1%	3%
Elementary, general	12%	8%	10%		4%	14%		10%	4%	9%
Language arts	13%	4%	13%		4%	14%		5%	6%	9%
Social studies					2%	4%			1%	1%
Science		3%			2%	6%			1%	2%
Math	4%	1%	3%			4%			1%	2%
PE									4%	1%
Jr. High, general				14%		1%				1%
Language arts		1%	13%							1%
Math						1%			1%	1%
Foreign language									1%	1%
High school, general	1%	3%	8%	14%				5%		2%
Language arts		3%						5%		1%
Math, science	1%	3%	3%						1%	1%
Vocational	1%	5%	3%	14%		6%			1%	3%
Special education	4%	16%			24%	7%		53%	27%	16%
Gifted					2%	1%	33%		4%	1%
Multi-cultural	3%			14%	2%	1%			1%	1%
Computer	3%	5%			7%	9%			5%	5%
Educational psychology	1%	5%	5%		13%				13%	6%
Tests & measurement	7%	14%	18%	14%	18%	4%			3%	10%
Educational policy									1%	1%
Administration	9%	7%	3%		11%	3%		10%	1%	6%
School psychology, counseling	16%	5%	10%				66%		3%	6%
Family & community	12%	1%			4%	10%		10%	5%	6%
Number of studies over total faculty	69/104	73/140	39/140	7/60	45/63	69/41	3/40	21/44	77/64	403 Studies

a high of 1.68 at the University of West Florida to a low of .08 at Florida A and M.

As mentioned above, both the University of West Florida and the University of Central Florida included work done by students but supervised by faculty in their submissions (e.g. MA theses, action research projects, and directed research). If one deletes these student projects, then the average "products per faculty" drops from 1.68 to .85 at UWF and from 1.20 to .30 at UCF. Deleting these projects drops the average products for all the public colleges from .58 to .44. (Other Universities did not report student research as extensively as UWF and UCF, but if they had, then the products per faculty would have increased greatly.)

Table 3 also classifies each research report into a single category. Again, it is hard to interpret these results without comparative data, and such data was not available. We see that there was more research in elementary grades than there was in junior high school or senior high school, and more research in language arts than in science, math, or foreign language. There was more research in special education than any other category.

Table 4 presents the same data by percentage. The largest tallies were for special education, tests and measurement, elementary in general, elementary language arts, and teaching in general. Twenty-four percent of the studies were relevant to elementary school, three percent were on junior high school, and four percent on senior high school.

Research and Practice: A Puzzle

One would think there would be a straightforward connection between research and practice. We have an image of a study being reported in a journal or a presentation, and this is followed by the teachers

implementing the findings in their classroom. In fact, this seldom occurs.

There is no lack of quality research. Over 2,000 research papers, that deal directly with schools, are presented each year at the annual meeting of the American Educational Research Assocation. There are eight Research and Development Centers in educational research at universities around the country, and their task, since 1965, has been to conduct research on different areas of learning and instruction.

There are also many avenues for disseminating research. There are seven Regional Educational Laboratories, in existence since 1965, whose mission includes taking the research and translating it into practice. The ERIC system of information on educational resources collects all published and unpublished papers, labels them with identifiers, and makes them available through its information retrieval system. The Department of Education's National Diffusion Network has a panel which validates the effectiveness of specific classroom programs, publishes descriptions of these programs in "Educational Programs That Work", and provides for the dissemination of information on these programs.

Yet, I see little of this research when I visit classrooms. I don't know the cause of the problem.

Study the problem for yourselves. For sixteen years the Florida Educational Research and Development Council Bulletin has been publishing research and development reports, and for eighteen years the Florida Reading Research Quarterly has been publishing research and reports on reading. Take one of those volumes and try to determine what it would take to move that research from the page into the classroom.

I don't think there is a need for more research. What would we do with it? Very little of the current research gets into the classroom.

The problem of implementing research in classrooms is extremely difficult. Suppose a team were to find five studies in elementary reading which fit together and which suggested changes in practice. How would they effect a change in the classroom activities of the Florida teachers? They could write their suggestions in journals, or develop inservice presentations or lengthier workshops on their results, but the probability of such activities leading to a change in classrooms is slight. For one, teachers are bombarded by articles and workshops. For another, teachers might have a difficult time fitting these suggestions into their already crowded classroom. At any rate, research does show that such procedures do not lead to changes in teacher behavior.

Teacher behavior is changed by a longer, costlier process: presenting the material in small steps with teacher practice, guiding the teacher as s/he tries the ideas in a classroom, meeting with the teacher after the ideas are tried, observing the teacher six months later. Such inservice is neither easy nor cheap. The costs for the trainers can be quite high.

Yet, the topic of implementing research into programs and evaluating the effect of the program on teachers and on students is an important area not only for development but also for research. I would recommend that more time and money be devoted to this work in the future.

APPENDIX H

News Clippings on Alternate
Certification Trends

State Chiefs Seek End to Ed.-School Requirement for Teachers

By Thomas Toch

LITTLE ROCK, ARK.—The Council of Chief State School Officers, citing a need to draw more talented people into the teaching profession, has urged states to write new certification laws and regulations that do not require prospective teachers to take undergraduate education courses.

Breaking the long-established practice of tying a teaching license to an education degree would help the profession attract able candidates who do not want to teach full time and those from top colleges that do not offer teacher-training programs, the organization said in a position paper adopted at its annual meeting here late last month. The council represents the chief state school officers of the 50 states and six other U. S. jurisdictions.

Strengthening the teaching profession, the council said, "is the single most important component in achieving educational excellence and equity."

Recent reports on American schooling have been critical of the caliber of those going into teaching in recent years, and, in particular, of the nation's 1,330 teacher-training programs and of state laws and regulations that require prospective teachers to enroll in them. The chief state school officers, through the state education agencies that they direct, are responsible for certifying teachers in the states.

Ted Sanders, superintendent of education in Nevada and chairman of the council committee that drafted the policy paper called the organization's new position on teacher certification "very important." "The key to quality is improving the qualifications of those coming into the profession," he said.

Another member of the council's committee on teaching, Robert D. Benton, superintendent of public instruction in Iowa, told the council during a debate over the policy paper: "We want to put this organization in the camp with those who feel that there are [talented people] who can contribute without fulfilling the traditional requirements."

The council says in its policy statement that states "should develop alternative approaches to certifying [teachers]. Such options might include using credit for work experience or the use of 'competency measures' as a means of qualifying for certification."

The policy statement differs considerably from a draft prepared 18 months ago, principally by Robert G. Scanlon, then Pennsylvania's secretary of education and chairman of the council's teaching committee.

The central recommendation of that draft called on states to improve the caliber of new teachers by raising the cutoff scores on certification examinations in an effort to reduce the supply of new teachers, drive up salaries, and thus attract more able people to the profession. *(See Education Week, May 12, 1982.)*

Mr. Sanders said the Scanlon draft was rewritten because it overemphasized "paper-and-pencil testing" as a means of upgrading the teaching profession.

In the policy statement adopted last month, the council noted that, in most states, it would take major changes to statutes and regulations to open the profession to a wider range of candidates.

The council also said steps must be taken to ensure that such efforts to expand the pool of teacher candidates do not have the effect of simply lowering existing entrance standards.

The organization also recommended that the training of teachers be extended to include, for example, a fifth year in college or a year-long teaching apprenticeship. Teachers should not be licensed unless they successfully complete such an extended program, the council said.

In all, the policy paper, "Staffing the Nation's Schools: A National Emergency," includes 37 recommendations for improving various parts of the teaching profession. Among them:

- "Differentiated-staffing" and master-teacher programs should be set up in each state.
- The states should accommodate those who wish to teach part time. "A variety of options should be available to teachers regarding the time they are assigned to teach, and the assignments themselves should be appropriate to the teachers' training and interests," the council said in its policy paper.
- Teachers should be awarded longer contracts, with the additional time being used for professional and curriculum-development activities.
- More research should be conducted on such topics as teacher supply and demand, the relative value of various incentives for attracting top candidates into the profesion, and the elements of an effective teacher-training program.

In addition to Mr. Sanders and Mr. Benton, the council's committee on teaching includes Lynn Simons, superintendent of public instruction in Wyoming; Stephen S. Kaagan, commissioner of education in Vermont; and Wayne Teague, superintendent of education in Alabama.

Certification of Teachers Lacking Courses In Education Stirs Battles in Several States

By Virginia Inman
Staff Reporter of The Wall Street Journal

Stephen Davenport's first education course in college was also his last. "It was boring," he says. "It was dull."

Still, Mr. Davenport went on to become a successful English teacher, and even gave seminars on how to teach English. Today he is headmaster at the private Athenian School in Danville, Calif. But Mr. Davenport couldn't teach in the public schools, even if he wanted to, because he hasn't taken the education courses required for certification. "It's crazy," he says.

Now, that situation is starting to change; the traditional restrictions on who can teach in public schools are slowly crumbling. California has enacted a measure that will let college graduates become certified high-school teachers if they can pass basic-skill and subject-area exams, and successfully complete a one-year teaching internship. New Jersey, South Carolina and Arizona are considering similar proposals. The Council of Chief State School Officers, a national group, has endorsed the general idea of alternative certification, though it hasn't advanced a specific plan.

Most proposals to certify teachers who haven't taken education courses are part of comprehensive educational-reform packages. Such reforms, though widely discussed for the past decade, have gained momentum since April, when the National Commission on Excellence in Education deplored "a rising tide of mediocrity" in the nation's schools. New certification programs are often tied to such reforms as master-teacher programs, teacher competency testing and tougher high-school graduation requirements.

Relieving Shortages

Supporters of the plans hope to relieve teacher shortages, particularly in science and math, and to attract better students to teaching. In the past decade, the number of education graduates has dropped by about 40%; the National Center for Education Statistics estimates that by 1985 the nation will need 46,000 more teachers than will be available, even assuming some increase in the supply of graduates.

But most of the new certification plans rest on the assumption that education courses are little more than a waste of time, and that infuriates education professors and teachers' unions. They say the proposals would put unqualified people into the classroom and would damage teachers' professional status. The plans also pose a threat to education schools, which have already been hit by declining enrollments.

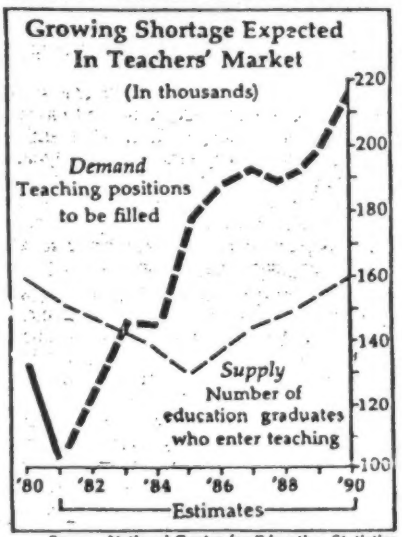
"If the proposition goes through, the people who teach in teachers' colleges are looking at the end of the world," says Richard Mitchell, an English professor at New Jersey's Glassboro State College and author of "The Graves of Academe," a book highly critical of education schools.

The issue is an emotional one for education professors. When the president of Trenton State College endorsed the New Jersey proposal, the faculty senate came close to censuring him. Joseph Carroll, the senate president, calls the proposal a "backdoor" attempt to break professors' unions and the tenure system. Because the program would probably reduce education-school enrollments, he reasons, colleges could justify cutting out tenured faculty posts.

But supporters of alternative certification insist that education students are academically weak to begin with and waste time taking methodology and theory courses rather than mastering the subjects they plan to teach. At Trenton State, for example, a biology major must take 36 credits of biology; a biology education major needs only 26 biology credits, along with 30 education credits.

"We are routinely certifying people of low ability and systematically excluding people of talent," says Leo Klagholtz, New Jersey's director of teacher preparation and certification and a major advocate of the state's proposed alternative program.

Indeed, the average Scholastic Aptitude Test score of students admitted to education schools is 875.5 (out of a possible 1,600), according to the American Association of Colleges for Teacher Education. That's 17.5 points below the 893 average of all students who take the test, including those who don't go to college. "We take our teachers from the bottom," says Glassboro State's Mr. Mitchell. "I don't need SAT scores to know that."



Source: National Center for Education Statistics

People on both sides of the issue generally agree that at least some education courses are useful. The debate over teacher certification hinges on whether formal education training is so essential that it should be required.

"It's important to know and to love the subject," says Patricia Borenstein, a math and science curriculum consultant for the Greenville County, S.C., school district. "And I truly believe that if somebody does know it and love it, we can teach them how to teach it."

Mrs. Borenstein says her district recently turned down a job applicant who had excellent math credentials but lacked education courses. Instead, she says, "we had to hire someone who didn't have the math."

Supporters of alternative certification say their plans could help avoid such situations by creating a new pool of qualified candidates. In Arizona, says Jim West, an aide to Gov. Bruce Babbitt, "we want to open it up to some industry folks who are very interested in getting some of their knowledge back into the classroom." In New Jersey, the proposed change would probably draw many more Princeton University graduates into the public schools, says Ruth Wilson, acting director of Princeton's teacher preparation program. Only 19 seniors are now enrolled in the university's teacher-certification program; in contrast, 60 Princeton graduates were placed in private school teaching jobs last year.

But teachers' unions and education schools argue that putting teachers into the classroom without education courses would be like putting doctors into the operating room without medical courses. "That is a peculiar ethical claim that a person has the right to bypass all the training," says Janice Weaver, dean of professional studies at Glassboro State.

Brief Tenures

Opponents suggest that some of the new teachers might be people who couldn't meet the academic standards of education schools or couldn't find jobs in other professions. And they're cool to the idea of opening their ranks to people who only plan to teach for a brief time. "We don't want people stopping off, on the way to their careers, to teach for a couple of years," says Edithe Fulton, president of the New Jersey Education Association.

Union leaders prefer that schools remedy their shortages by retraining already-certified teachers, particularly at a time when many certified teachers can't find jobs in certain fields, such as English and social studies. Says Debbie Walsh of the American Federation of Teachers educational issues department: "These people have already demonstrated a commitment to the profession and have teaching knowledge and experience relating to children." They're probably also union members.

Opponents of the changes also tend to view professional training as what defines a teacher. Dan Sackheim, head of the Student California Teachers Association, an affiliate of the National Education Association, says the state's alternative program is "ridiculous." He says that interns—the people who teach for a year before being certified—will be incompetent teachers who won't understand their students.

"I would hope," he says, "that parents would be really upset to know that this is not a real teacher."

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HIGHER EDUCATION DAILY

The independent daily news service for administrators in postsecondary education.

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NEW JERSEY MAY LET LIBERAL ARTS GRADUATES BECOME CERTIFIED TEACHERS

New Jersey officials next week are expected to unveil a proposal that would let liberal arts graduates become certified teachers without taking a single education course.

Under a draft proposal, any liberal arts graduate could become a certified teacher after passing a standardized test and successfully completing a year of probationary teaching.

The proposal is to be presented before the state board of education Sept. 7 by Gov. Thomas Kean and Education Commissioner Saul Cooperman. New Jersey, like most states, now requires its teachers to take many education courses prior to being certified.

State officials have refused to comment on the proposal until it is announced next week. Cooperman, in an Aug. 31 statement, said only that the proposal was designed to address "the very heart" of the findings of the National Commission on Excellence in Education. That report criticized the quality of education school graduates and said education curriculum was weighted heavily toward courses in "educational methods" at the expense of courses in subject areas.

Idea Criticized The New Jersey Education Association, an affiliate of the National Education Association, is extremely critical of the draft proposal. Bob Broderick, spokesman for the state group, said the proposal goes against the governor's own goals of raising teacher pay and strengthening certification standards.

By letting any liberal arts graduate become a teacher, said Broderick, Kean would be flooding the market and depressing teacher salaries. At the same time, Kean would be abandoning new teacher certification standards that take effect this year.

Under those standards, he said, students must have at least a B minus average to be admitted to an education school and must pass an entrance exam. They also must pass an exam on professional and academic knowledge before becoming certified. --DL

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No Teacher Training Required In N.J. Certification Scheme

New Jersey Governor Thomas H. Kean has unveiled a plan that would allow people with no teacher education training to teach in public schools—an idea that has sparked the intense opposition of AACTE's New Jersey affiliate (NJACTE) and several other state education associations.

In effect, the plan would "eliminate the need for college teacher education programs," according to NJACTE President William B. Guthrie.

The plan, which if approved would be the first of its kind in the nation, requires only that the teacher hold a bachelor's degree, demonstrate proficiency in a subject area on a state test, and undergo a one-year teaching internship in a public school. The internship would be supervised by the state but operated by the school districts.

Developed by Commissioner of Education Saul Cooperman, the plan represents an effort to ease the "crisis in quality" in education by widening access to the teaching profession, Kean said.

"I see a glaring need to open the profession to otherwise highly qualified candidates who have not taken courses in education," the governor said. He argued that many people engaged in business and other professions want to teach in public schools but balk at returning to college to take "superfluous" education courses.

The proposal has stirred considerable controversy within the education community in New Jersey. Guthrie, who is associate dean of undergraduate studies at Rider College, said of the plan: "It is based on the premise that baccalaureate degree holders will, as they engage in one year of on-the-job training, function effectively as teachers at any school level and/or in any subject. The state Board of Education heard the governor and commissioner present this proposal, which was prepared in secrecy and which eliminates the need for college teacher education programs. No questions or comments were permitted by professional educators." Guthrie added that NJACTE "is currently investigating the details of the plan and will make presentations at scheduled hearings and before the Board of Education."

The New Jersey Education Association has also rejected the plan on the grounds that "no teacher should go before the classroom without professional preparation," Donald S. Rosser, associate director of communications for the group, told *Education Week*.

According to Janice Weaver, dean of professional studies at Glassboro State College, the plan poses "a threat to the existing system." By allowing would-be teachers to bypass teacher education programs, she explained, the plan would effectively "dismantle the regular route of teacher preparation through atrophy."

New Jersey State Federation of Teachers President Raymond A. Peterson agreed. "New Jersey's colleges have just overhauled their teacher preparation programs," he said. "But, under this new proposal, and on the basis of perhaps a difference of a few points on a test score, local school officials could brush aside a candidate who had completed the new teacher education program . . . in favor of a future lawyer who happened to score a few points higher on a subject matter examination."

Standards adopted by the state Board of Education last July specified that college teacher education programs in New Jersey must require 30 credit hours of professional study emphasizing practical teaching experience in elementary or secondary schools. Under the standards, field work must begin in the sophomore year, increase in duration and intensity as the student advances, and culminate in a full semester of student teaching.

The governor's certification proposal comes as part of a package of initiatives by which Kean hopes to make his state a "laboratory" of educational reform for the nation. His other proposals include:

—boosting state aid to achieve a minimum starting salary for teachers of $18,500

—upgrading professional development by means of a new Academy for the Advancement of Teaching and Management

—establishing a master teacher program

—stiffening standards for high school graduation.

The proposal must gain approval by the state's Board of Education and legislature before taking effect.

NEW JERSEY APPOINTS NATIONAL PANEL TO STUDY TEACHER EDUCATION

New Jersey Education Commissioner Saul Cooperman, who is in the midst of a battle to implement controversial new teacher certification standards, last week announced the formation of a panel of national experts to study teacher credentials.

The panel, to be headed by Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, will focus on defining the essential needs of beginning teachers and on qualities that make effective teaching.

The panel will not concentrate on Cooperman's proposal, which would let college graduates who had not taken any education courses to become certified after an internship (HED, Sept. 2). Instead, its conclusions will become grist for a yet-to-be appointed state advisory panel that will seek to make the findings relevent to New Jersey.

Proposal Threatened Meanwhile, Cooperman's proposal ran into trouble at the state legislature last week when the Assembly's Higher Education Committee approved a bill that would give the force of law to the state's current administrative rules. The bill is now before the full Assembly, but no vote is scheduled on it.

Cooperman's 11-member national panel will meet in Princeton, N.J., on Jan. 10 to discuss its initial research findings, from which Boyer will fashion a final report. Cooperman will hold more public hearings on his proposal over the next few months, and hopes to implement the changes by fall of next year.

The members of the national panel are Dwight Allen, professor of arts and letters, Old Dominion University; Frank Brown, dean of education, University of North Carolina; David Berliner, professor of education physchology, University of Arizona; Edgar Epps, professor of urban education, University of Chicago; Emily Feistritzer, president of Feistritzer Publications; Jay Gottlieb, professor of education psychology, New York University; Archie Lapointe, director, National Assessment of Education Programs; Kathryn Maddox, director of teacher training, West Virginia; Lawrence Lazotte, director of the Center for School Improvement, Michigan State University; and Barak Rosenshine, professor of education, University of Illinois. —DL

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